Using Student Engagement to Improve Adolescent Literacy

quick key 10

ACTION GUIDE

LEARNING POINT
Associates®

Congress passed the No Child Left Behind (NCLB) Act as a reauthorization of the Elementary and Secondary Education Act. Signed into law by President Bush in January 2002, the NCLB Act has brought many significant changes to schools nationwide. This QUICK KEY ACTION GUIDE *was developed to assist educators and administrators in building capacity to comply with NCLB requirements that relate to increasing student engagement to improve adolescent literacy achievement.*

Preparation for the worlds of work, college, and community involvement requires young people to be highly skilled in reading for understanding and in writing with clarity.

The Quick Key *series was a 2006 finalist for the Distinguished Achievement Award for Excellence in Educational Publishing, presented by the Association of Educational Publishers.*

NCLB and Adolescent Challenges

NCLB promotes significant changes in our nation's schools. This *Quick Key Action Guide* assists educators and administrators in understanding NCLB with a specific focus on the needs of adolescent learners who are building their literacy across content areas. Examples and suggestions are included to assist education stakeholders in the consideration of reform efforts at the school, district, and state levels.

Adolescent literacy—the reading and writing skills of middle and high school students—is critical to student success in all areas of the curriculum. Preparation for the worlds of work, college, and community involvement requires young people to be highly skilled in reading for understanding and in writing with clarity. Yet, while NCLB has fostered serious consideration of the literacy learning needs of young children, less attention was initially paid to supporting adolescent literacy development.

But literacy instruction does not end with reading success in early grades. As students move to middle and high school, new challenges emerge that can affect literacy achievement. Even for students who achieve early reading and writing success, the literacy demands of middle and high school can pose substantial challenges. Older students must be able to comprehend more complex texts; determine the meaning of obscure, unfamiliar, and technical vocabulary; use higher-order thinking skills to analyze a wide variety of literacy and expository texts and media; and develop skills for expressing their ideas by writing informative, persuasive, and creative texts. For students who enter middle and high school with compromised reading and writing skills, these challenges are even more daunting.

NAEP Reading and Writing Assessments

For the nation's students in Grades 8 and 12, results of the National Assessment of Educational Progress (NAEP) are currently available in reading for the year 2005 and in writing for the year 2002. In 2002, both the reading and the writing assessments were administered to Grades 8 and 12. NAEP reading assessments were next administered in 2005, and the results were published in 2006. NAEP writing assessments were next administered in 2007, and the results will be published in spring 2008.

NAEP defines the following three achievement levels to measure what students should know and be able to do at each grade assessed and for each subject (National Center for Education Statistics, 2006):

- **Basic:** Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

- **Proficient:** Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

- **Advanced:** Superior performance.

Figures 1 and 2 show the percentage distribution of achievement levels—basic, proficient, and advanced—for 2005 NAEP reading and 2002 NAEP writing tests.

## Figure 1. 2005 NAEP Reading Achievement Levels for Grades 8 and 12
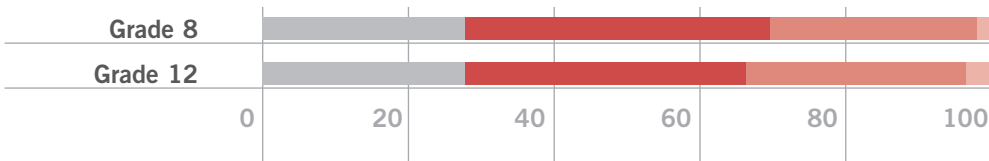
Percentage of Students at Each Reading Achievement Level

■ Below Basic ■ Basic ■ Proficient ■ Advanced

Source: NAEP Data Explorer (nces.ed.gov/nationsreportcard/nde/)

Figure 2. 2002 NAEP Writing Achievement Levels for Grades 8 and 12

Percentage of Students at Each Writing Achievement Level

■ Below Basic ■ Basic ■ Proficient ■ Advanced
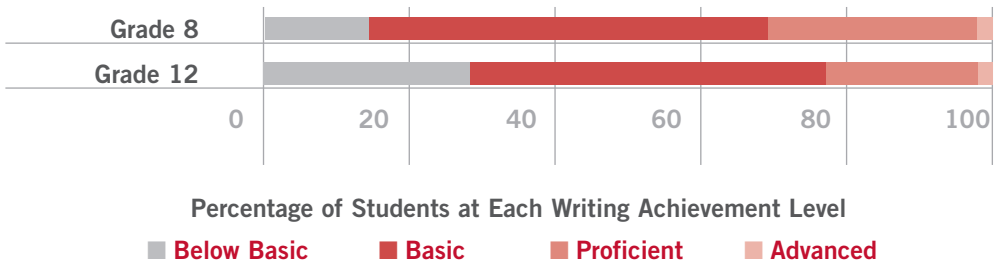
Source: NAEP Data Explorer (nces.ed.gov/nationsreportcard/nde/)

The NAEP data provide some provoking information about the reading and writing challenges facing our students and teachers in middle and high schools:

- In 2005, approximately 69 percent of Grade 8 students and 64 percent of Grade 12 students were below the proficient level in reading.

- According to 2002 results, approximately 69 percent of Grade 8 students and 77 percent of Grade 12 students were below the proficient level in writing.

- In 2005, less than 3 percent of students in Grade 8 and less than 5 percent of students in Grade 12 performed at the advanced level in reading.

- In 2002, approximately 2 percent of students in Grades 8 and 12 performed at the advanced level in writing.

Given that colleges and workplaces both seek youth who are skilled readers and writers, these data do not bode well for the future success of our high school graduates.

Data are not the only source of information about the literacy challenges in our nation's schools. Interviews with educators and parents point to two factors affecting literacy achievement: student skills and student engagement. The two factors are fundamentally linked. Educators must work to build student engagement levels if they hope to support students in meeting higher standards.

Why Focus on Student Engagement?

Middle and high school educators need both the skills required to teach adolescent literacy and the knowledge of the elements of student engagement. Educators who teach reading and writing skills without addressing student engagement are unlikely to yield substantial improvements. As anyone who has spent time with middle and high school students can attest, attempting to build the skills of disengaged adolescents is a futile enterprise. Whether expressed as defiant noncompliance or passive "checking out," the student who refuses to learn will succeed in that effort.

Students who are motivated to learn, on the other hand, can succeed even in less-than-optimal environments. Students who are engaged in learning are actively seeking meaningful information that makes sense in their lives—often because they see an immediate connection to real-life experiences. As defined by Blachowicz and Ogle (2001), engagement has multiple facets including motivation and purpose.

Student engagement and the literacy practices of adults can make a difference, as shown in recent research as follows:

- Studies show that academic achievement is associated with engagement in reading and classroom-related activities. This association is found for various racial/ethnic groups (Asian Americans, Hispanic Americans, African Americans, non-Hispanic whites) and both gender groups alike (Finn, 1993).

- A recent international study of reading performance concluded that "15-year-olds whose parents have the lowest occupational status but who are highly engaged in reading achieve better reading scores than students whose parents have high or medium occupational status but who are poorly engaged in reading" (Kirsch, de Jong, LaFontaine, McQueen, Mendelovits, & Monseur, 2002, p. 106).

While educators might wish for classrooms full of students who arrive already motivated, there is in fact much that educators can do to help create student motivation and engagement. To make literacy instruction effective in the language arts or English classroom and across the curriculum, efforts must be made to engage adolescent learners.
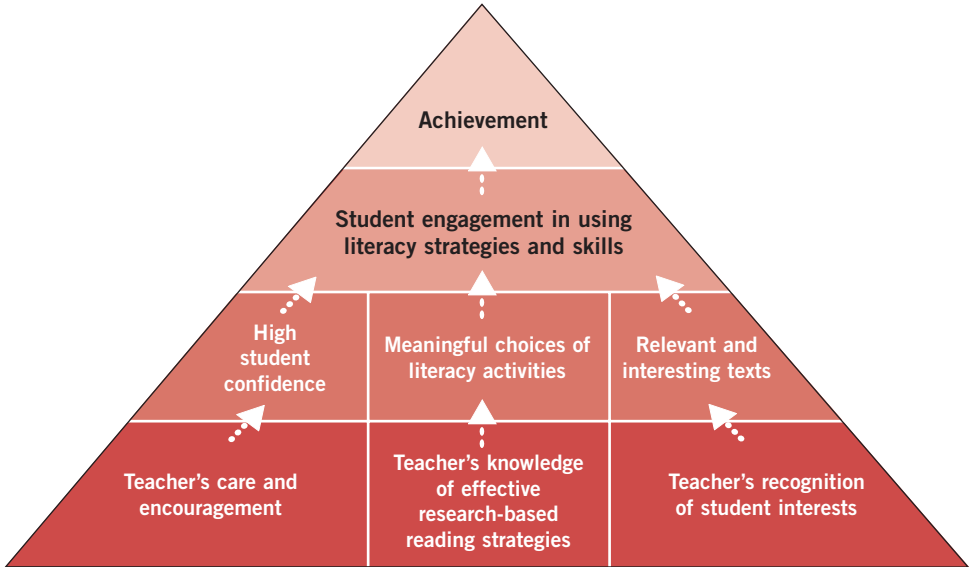
What Are the Key Elements of Student Engagement?

The words "student engagement" might conjure up images of teachers using popular culture to deliver lessons on Shakespeare. The reality is less colorful and more difficult. Following are four key elements of student engagement:

- **Student confidence.** Students with high self-efficacy—the belief that they can influence their own behavior—are more likely to engage in school-related reading than those with low self-efficacy (Alvermann, 2003). While this is true of many kinds of learners, it is especially important at the adolescent developmental stage, characterized as it is with a strong desire to be seen as competent and to avoid public failures.

- **Teacher involvement.** High school teachers contribute to adolescent self-confidence when they care about them as individuals and encourage them to learn (Dillon, 1989; Dillon & Moje, 1998; Lee, 2001). The caring teacher who believes that students can succeed can have a positive Pygmalion Effect—whereby *believing* in potential *creates* potential—on adolescents.

- **Relevant and interesting texts.** Relevance of curricular materials and topics is essential to student success, requiring teachers to know about their students' interests. While adolescents are developing the adult capacity to be motivated by extrinsic interests such as keeping a job, most require significant intrinsic interest in materials in order to persist in difficult tasks. In addition, developing literacy strategies and skills that are typically not of themselves interesting is made easier when students have a meaningful goal that requires those skills (Greenleaf, Jimenez, & Roller, 2002). For example, students may be highly motivated to learn about the characteristics of persuasive writing when engaged in an attempt to persuade school officials to relax a dress code. This type of connecting information is often not provided in classroom instruction but can make a tremendous difference in student engagement.

- **Choices of literacy activities.** Adolescent learners sometimes experience a world of rules and regulations imposed on them by adults who seem not to understand their world. The physical and emotional changes they experience are a further source of feelings that they have no control over in their lives. Teachers who create opportunities for students to choose among assignments and texts will find students less resistant to completing their work (Wigfield, 2004). Students who also understand the goal of their chosen assignments and feel a sense of control over how they achieve that goal are more likely to work hard even in the face of difficulties. Teachers need to be skilled at developing a choice of assignments that balance student interests with effective research-based strategies for developing reading and writing skills.

Figure 3 illustrates the relationship among the key elements of student engagement.

Figure 3. Key Elements of Student Engagement

Achievement

Student engagement in using literacy strategies and skills

High student confidence

Meaningful choices of literacy activities

Relevant and interesting texts

Teacher's care and encouragement

Teacher's knowledge of effective research-based reading strategies

Teacher's recognition of student interests

What Can Schools, Districts, and States Do to Improve Student Engagement?

For adolescent learners, the continuous development of literacy skills depends on factors that go beyond school texts and the traditional model of teachers as the sole disseminators of knowledge. Teachers need to be able to create an engaging learning environment, implement research-based instructional strategies, augment students' motivation to learn, and offer opportunities to use literacy skills across the curriculum (Meltzer, Smith, & Clark, 2001). Administrators and policymakers from schools, districts, and states need to deliver the resources and support teachers in the following areas:

- **Curriculum**
- **Instruction**
- **Assessments**
- **Professional development**

Each of these areas is covered in more detail within this *Quick Key Action Guide*.

Curriculum

School Action Option

- Use interdisciplinary project-based curricula to support literacy learning. Projects engage adolescent learners in group-based inquiry about questions or problems of interest to them. Typical features of project-based curricula include questions anchored in real-world problems; investigations and artifact creation; collaboration among students, teachers, and community members; and the use of technological tools (Krajcik, Blumenfeld, Marx, Bass, Fredricks, & Soloway, 1998).

District Action Options

- Coordinate efforts to align reading and writing across the curricula to create a coherent experience for students. High levels of reading and writing skills are integral to success in content-area curricula. However, teachers in content areas other than English may not see themselves as teachers of reading and writing—and may not have the skills and knowledge needed to do so effectively. Buy-in can be created through the modeling of ways to embed reading and writing instruction into content-area curricula. Districts need to develop both coordinated approaches to reading and writing instruction and professional development plans to build skills across the faculty so that student reading and writing in the mathematics classroom is held to standards as high as those used in the English classroom.

- Leverage funding sources to augment school libraries and connect to neighborhood libraries. Facilitate the purchase of a variety of curricular materials that are relevant for adolescent learners. Use resources supported by NCLB, such as the Improving Literacy Through School Libraries initiative (see the Funding Sources and Initiatives section in this *Quick Key Action Guide*).

State Action Options

- Change the teacher and administrator credential process so that all middle and high school educators study and develop skills in student engagement and in the teaching of reading and writing.

- Seek partnerships with universities and community-based organizations that have experience in the area of student engagement. Use their help to develop state policy that positions student engagement for attention.

- Develop support systems that can help districts plan for professional development in student engagement. This support might include identifying best practices and state resources that districts can use for planning and implementation.

Practical Example

Fenway High School in Boston seeks to organize the curriculum in all grades around central themes with support of literacy instruction and engaging activities. All ninth graders take a reading and writing assessment at the beginning of their freshman year and participate in a required reading and writing workshop. Foundations of literacy courses support students' development as independent readers and writers and also foster a community of learners. Fenway's science curriculum aims at engaging students with activities that they can relate to real-life experiences. This school, with 65 percent of its 270 students eligible for free or reduced-price lunch, was named a Breakthrough High School by the National Association of Secondary School Principals in 2005. The Center for Collaborative Education (2006) indicates that Fenway has a 95 percent attendance rate and 94 percent of Fenway graduates go on to attend a university or technical college.

School Action Options

- Address student reading interests. Rich literacy environments encourage student engagement. Educators can help students develop their reading interests by providing multiple types of texts, such as biographies, autobiographies, digital media, and a wide variety of both narrative and expository texts. Teachers can help to direct students and build upon their existing knowledge base through the use of interest surveys and classroom dialogue. Teachers also can encourage practices of wide reading and accessibility to information at all instructional levels to increase background knowledge, including high-interest, low-readability materials such as *The Why Files* (whyfiles.org). Teachers can model engagement by making their own reading and writing practices evident to students. Teachers should be sure to carry books and other reading materials with them, talk about written pieces they are working on or struggling with, and be open to media that students may find more intriguing (such as digital texts).

- Get students involved in their own learning by:

  > Showing care and concern for students as individuals. That, combined with showing that teachers are invested in student reading progress, can make a difference in student achievement (Dillon, 1989; Dillon & Moje, 1998).

  > Helping students to set goals for reading and plans for achievement. Research shows that students with reading difficulties use more comprehension strategies when clear goals for a comprehension task and feedback on the progress are offered (Schunk & Rice, 1993).

- Teach reading strategies that are engaging and motivational, including:

  > Graphic organizers as visual tools. These tools help students recognize different organizational patterns of text across subject areas and enable them to collect, interpret, and remember information. For example, timelines help sequence events in history lessons; cause-effect charts help explain relationships in science lessons.

  > Techniques such as underlining key terms and ideas, making connections, and reciprocal teaching that entails the teacher and students taking turns assuming the role of teacher. These techniques help to keep students focused on content and application.

  > Classroom documents created by and available to students. These documents also can engage students and promote skill building. Activities might include composing summaries for single texts and creating synthesis statements for multiple texts on specific content areas. These approaches help to ensure in-depth learning and long-term memory.

- Engage adolescent students in using literacy skills through a variety of ways:

  > Cooperative learning approaches that include time for student sharing and discussion of what they have read, listened to, and viewed engage students in their own work and build upon previous knowledge and expertise.

  > Effective before-reading strategies help promote active reading. Such strategies include clarifying the purpose for reading, making predictions about text, activating prior knowledge, and articulating questions about content.

  > Teacher modeling and strategies of applying prior knowledge, self-monitoring for breaks in comprehension, and analyzing new vocabulary also can positively affect student engagement.

  > The use of multiple texts—especially texts with conflicting points of view—can help students become more responsible for clarifying meanings, understanding and debating opinions, and making informed judgments.

District Action Options

- Integrate technology by setting up infrastructure and hardware to make computer-assisted learning possible. Building upon existing digital literacy skills helps to engage students. Organize programs to challenge and encourage teacher and student efforts to integrate technology as a tool in learning. A Learning Point Associates study on high-poverty, high-technology, and high-achieving schools found that these schools strongly emphasize technology use within the core curriculum, explicitly teach technology content, and are concerned with improving students' computer skills (Sweet, Rasher, Abromitis, & Johnson, 2004).

- Use technology to enhance student participation and collaboration by doing the following:

  > Engage students in actual literacy activities such as reading and writing with computers, which has been proven effective (Kamil, Intrator, & Kim, 2000).

  > Promote student collaboration through the use of e-mails and instant messages for content-area projects.

  > Allow more student-centered learning by using interactive websites in science lessons.

State Action Options

- Ensure sufficient funding for district technology infrastructure and libraries so that students can access a wide variety of print and electronic texts.

- Provide model exemplars of student work and teacher lesson plans that illustrate how to integrate multiple text forms into engaging and rigorous student assignments.

- Engage the business community to provide examples of the ways workers are expected to develop and use multiple text forms.

Practical Example

Memphis City School District in Tennessee has set up an Office of Instructional Technology to work collaboratively with all schools in the district to provide training and professional development on district standard instructional software application and technology. The Memphis Teaching and Learning Academy provides staff development for teachers and the integration of technology into the curriculum. Teachers are trained to use content standards as guidelines for planning technology-based activities.

Assessments

School Action Options

- Reshape the learning context by encouraging student participation in the creation of assessments and design of rubrics. The more engaged students are in the assessment and evaluation process, the more they are able to understand the concepts upon which they are being judged. Thoughtful use of students as peer reviewers can significantly enhance student internalization of standards.

- Reshape the teaching context by providing time for teachers to meet for a review of lessons and the student work that results.

- Focus on comprehension to improve student reading skills by providing professional development for teachers of all subject areas. Student comprehension of text is one of the keys to improving student test scores and achieving adequate yearly progress (AYP).

District Action Options

- Provide expert teachers or reading specialists who can train teachers across subject areas, help them to identify student reading difficulties, assist individual struggling readers, monitor student progress, and offer early intervention programs.

- Develop districtwide anchor assessments that teachers can use to align classroom assessments to district expectations. If district assessments also are linked to state performance expectations, they can provide the needed link between classroom work and state AYP measures.

- Prepare teachers and administrators to analyze and use a variety of assessments to inform instructional practice. When multiple forms of assessment are used, educators gain a clearer picture of adolescent students' literacy challenges and strengths. Districts can provide professional development that focuses on the development, analysis, and use of standardized and performance-based assessments.

State Action Option

- Review state assessments to ensure that they promote district and school practices that both challenge and engage adolescent learners. State assessments might include locally managed assessments of student projects, with an audit process at the state level to ensure that local assessment results reflect high expectations.

Practical Example

Fayette County Public School District in Kentucky placed a reading specialist in all of its middle and high schools to help students with reading skills and to help teachers address reading needs. It saw increasing student scores on standardized tests (Blackford, 2002).

Professional Development

School Action Option

- Allot time and resources to support teacher participation in professional development that supports the change process. Professional development that is built into the school calendar and school day provides time for sustained learning and practice of new strategies. Other ways to build upon professional practices that recognize the stress of teacher workloads include using building-based permanent substitute teachers, thoughtfully reframing teaching schedules, and paying teachers for professional development programs held in the evenings or during the summer.

District Action Option

- Provide comprehensive training for all teachers—especially content-area teachers—to learn effective, research-based instructional strategies and literacy activities. This training should be followed up with peer mentoring and coaching to address unique classroom situations and ensure the change of teacher practices.

State Action Option

- Create and support leadership academies to motivate and cultivate talented school teachers and leaders. Leadership academies can be the springboard to increase student achievement through the development of school personnel trained in effective instructional leadership skills. Leadership academies help the best teachers become instructional leaders who provide support and guidance in their respective buildings.

Practical Examples

Taylor High School in Taylor, Texas, provides time in the regular school day for departmental and grade-level meetings. Departmental meetings include staff development time at the end of each six-week interval on scheduled early-dismissal days.

Boston Public Schools teachers have an ongoing and intensive professional development program provided through the Collaborative Coaching and Learning initiative that aims at increasing teachers' instructional capacity on literacy strategies (Boston Plan for Excellence, 2002, n.d.). In each eight-week cycle, a small group of teachers in the same school studies together a strategy from readers' or writers' workshops, observes the content coach demonstrate the strategy in the classroom, takes turns with colleagues teaching the strategy, and participates in preconference and debriefing meetings for each demonstration.

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Key Resources From Learning Point Associates

Adolescent Literacy **Website**

www.learningpt.org/literacy/adolescent/

This website consists of resources, tools, and information on adolescent literacy to assist practitioners, administrators, policymakers, and other stakeholders as they gather and apply knowledge of necessary elements of curriculum and instruction for adolescents with the goal of inviting all students into success.

Adolescent Literacy Intervention Programs: Chart and Program Review Guide

www.learningpt.org/literacy/adolescent/intervention.pdf

This paper describes characteristics of programs developed for adolescents who are struggling with literacy and offers a review guide to help schools make decisions when choosing programs for use with their students.

All Students Reaching the Top: Strategies for Closing Academic Achievement Gaps

www.ncrel.org/gap/studies/allstudents.pdf

This report, written by members of the National Study Group for the Affirmative Development of Academic Ability, provides practical recommendations to help all students—particularly minority and low-income students—reach high levels of academic achievement.

Culturally Responsive Instruction: Promoting Literacy in Secondary Content Areas

www.learningpt.org/literacy/adolescent/cri.pdf

Culturally responsive instruction makes connections with students' backgrounds, interests, and experiences to teach the standards-based curriculum. This paper demonstrates how secondary teachers implement culturally responsive literacy instruction in their content areas.

enGauge 21st Century Skills: Literacy in the Digital Age

www.ncrel.org/engauge/skills/engauge21st.pdf

This booklet was created to help understand current thinking about which skills students need to compete in the 21st century. It discusses how academic excellence must be acquired within the context of today's technological environment in order to fully prepare students to thrive in the Digital Age.

Everything Secondary Administrators Need to Know, But Are Afraid to Ask: Understanding the Pragmatic Adolescent Literacy Planning

www.learningpt.org/pdfs/literacy/adolescent.pdf

This publication outlines the elements of successful literacy instruction for adolescent students and discusses the design of effective literacy programs in middle and high schools.

"From Struggle to Success: One High School's Journey to Literacy Achievement"

www.learningpt.org/pdfs/literacy/shiprock.pdf

This article discusses how one high school changed its culture regarding data and literacy achievement by hiring an administration that asked the tough data questions, developing and implementing a long-term professional development plan focused on building a reading instruction knowledge base, modeling effective instructional strategies, and planning for continuous growth.

Seeing Themselves as Capable and Engaged Readers: Adolescents and Re/Mediated Instruction

www.learningpt.org/pdfs/literacy/readers.pdf

This publication discusses multiple research-based ideas and strategies for engaging adolescent students. It includes a set of educator guidelines and adolescent views on what they find engaging about texts that make them feel capable as readers.

Ten Years of Research on Adolescent Literacy, 1994–2004: A Review

www.learningpt.org/pdfs/literacy/shanahan.pdf

This research-based publication provides background and strategies for the use of multiple texts to engage readers and increase critical thinking skills.

Using Multiple Texts to Teach Content

www.learningpt.org/pdfs/literacy/shanahan.pdf

This research-based publication provides background and strategies for the use of multiple texts to engage readers and increase critical thinking skills.

"Using Technology to Enhance Literacy Instruction"

www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li300.htm

This *Pathways* Critical Issue explores how educational technology is nudging literacy instruction beyond its oral and print-based tradition to include online and electronic texts as well as multimedia.

Using Young-Adult Literature to Enhance Comprehension in the Content Areas

www.learningpt.org/pdfs/literacy/young.pdf

This paper presents ideas for the integration of young-adult literature to engage adolescents as well as to explore content-area concepts. It includes comprehension strategies and a list of novels and sources for young-adult literature.

Funding Sources and Initiatives

In alignment with the focus on adolescent literacy and achievement, a variety of initiatives have been proposed and funded at the federal level. For the purposes of this *Quick Key Action Guide*, only appropriated initiatives are included. (For more information on current policy initiatives, visit www.learningpt.org/literacy/adolescent/policy.php.)

Improving Literacy Through School Libraries Initiative

www.ed.gov/programs/lsl/index.html

This initiative seeks to improve literacy skills and academic achievement by providing students with increased access to up-to-date school library materials; a well-equipped, technologically advanced school library media center; and well-trained, professionally certified school library media specialists.

Striving Readers Initiative

www.ed.gov/programs/strivingreaders/index.html

This initiative seeks to support underachieving high school students by determining the effectiveness of intervention programs and providing for widespread dissemination of the research. This initiative was funded at $31.9 million for fiscal year 2007, in support of eight districts to continue program implementation.

Suggested Resources

Academic Literacy Instruction for Adolescents: A Guidance Document From the Center on Instruction

www.centeroninstruction.org/files/Academic%20Literacy.pdf

This 2007 publication provides information on improving literacy instruction in the content areas for middle and high schools, providing interventions for students reading below grade level, and supporting adolescent English language learners.

Adolescent Literacy

www.ed.gov/about/offices/list/ovae/pi/hs/reading.html

This website features a listing of the efforts by the U.S. Department of Education in the field of adolescent literacy, as well as research and evaluation reports, noteworthy practices, and additional links.

Adolescent Literacy: A Position Statement

www.reading.org/downloads/positions/ps1036_adolescent.pdf

This position statement by the International Reading Association Commission on Adolescent Literacy calls for the issue of adolescent literacy to get attention from educational policymakers, school curricula, and the public.

"Contexts for Engagement and Motivation in Reading"

www.readingonline.org/articles/handbook/guthrie/index.html

This article is based on a chapter of *Handbook of Reading Research: Volume III* by John Guthrie, Ph.D., and Allan Wigfield, Ph.D. It focuses on the benefits of engaged reading as well as instructional contexts that foster reading engagement and motivation.

"Helping Striving Readers Read at a High School Level"

www.nccte.org/videos/pdf/20040726b.pdf

This link contains the text of a speech by Peggy McCardle, Ph.D., lead program director for the Adolescent Literacy Research Network, delivered at the national High School Leadership Summit in 2004. It covers the progress of five literacy research projects and what teachers can do about adolescent literacy in today's classrooms.

International Reading Association's *Focus on Adolescent Literacy* **Web Page**

www.reading.org/resources/issues/focus_adolescent.html

This organization of literacy professionals offers publications, position statements, and online resources for those who work with adolescent learners.

Reading for Understanding: Toward an R&D Program in Reading Comprehension

www.rand.org/pubs/monograph_reports/MR1465/MR1465.pdf

This report by the RAND Reading Study Group features 14 reading experts who give strategic guidelines for a long-term research and development program supporting the improvement of reading comprehension.

"Reinventing Adolescent Literacy for New Times: Perennial and Millennial Issues"

www-personal.umich.edu/~moje/pdf/Journal/ReinventingAdolescentLiteracyForNewTimes.pdf

Writing for the *Journal of Adolescent & Adult Literacy*, authors Elizabeth Moje, Ph.D., Josephine Young, Ph.D., John Readence, Ph.D., and David Moore, Ph.D., argue that there is a need for a renewed focus on the literacy learning of adolescents.

Student Engagement at School: A Sense of Belonging and Participation

www.oecd.org/dataoecd/42/35/33689437.pdf

This research report by Jon Willms for the Organisation for Economic Co-operation and Development focuses on the results of asking 15-year-old students from 43 countries about their sense of belonging and participation at school, including student engagement and academic success.

Supporting Young Adolescents' Literacy Learning

www.reading.org/downloads/positions/ps1052_supporting.pdf

This joint position statement by the International Reading Association and the National Middle School Association claims that with good instruction, ample time, and opportunity to read across a variety of types of texts, young adolescents can become successful readers both in and out of the school setting.

Teacher's Guide to International Collaboration on the Internet

www.ed.gov/teachers/how/tech/international/index.html

This guide was developed by the U.S. Department of Education to help teachers and students to "reach out" globally. It is a helpful resource involving the use of technology (i.e., e-mail, website publishing, videotaping, and videoconferencing).

The *Quick Key* Series

Learning Point Associates developed the *Quick Key* series to assist educators, policymakers, and other stakeholders in understanding and implementing the No Child Left Behind Act. The following *Quick Keys* are available online at **www.learningpt.org/QuickKeys/**.

Quick Key 1
Understanding the No Child Left Behind Act: Reading

Quick Key 2
Understanding the No Child Left Behind Act: Opportunities for Schools in Need of Improvement

Quick Key 3
Understanding the No Child Left Behind Act: Technology Integration

Quick Key 4
Understanding the No Child Left Behind Act: Mathematics and Science

Quick Key 5
Understanding the No Child Left Behind Act: English Proficiency

Quick Key 6
Understanding the No Child Left Behind Act: Teacher Quality

Quick Key 7
Understanding the No Child Left Behind Act: Scientifically Based Research

Quick Key 8 Action Guide
Implementing the No Child Left Behind Act: Teacher Quality Improves Student Achievement

Quick Key 9 Action Guide
Implementing the No Child Left Behind Act: Strategies to Improve High Schools

Quick Key 10 Action Guide
Implementing the No Child Left Behind Act: Using Student Engagement to Improve Adolescent Literacy

www.learningpt.org/QuickKeys/