

SIM Study Guide Questions for Xtreme Reading

#	Question	Response
00	Example: How do I infuse good professional development practices in my professional development sessions? (Janet)	You can use the High-Quality Professional Development checklist to ensure that best practices will be used during your PD. The first part of the checklist is Preparation where learners are provided information prior to PD so that they “come ready to learn”. Next is Introduction where a common vocabulary, group norms are established to get everyone on the same page. The third part is Demonstration where participants are able to see explicitly skills they will need to duplicate. Engagement is the next part so that learners get practice and formative feedback from instructors. Evaluation follows with an emphasis on reflection from the learners on fidelity. Last is Mastery where participants have the confidence to implement on their own. Using the checklist professional development is considered high quality if only a maximum of one item is missed per domain. Source: Noonan, P., Langham, A., & Gaumer Erickson, A.(2013). Observation checklist for high-quality professional development in education. Center for Research on Learning, University of Kansas, Lawrence, Kansas Links to Research & Checklist: http://www.researchcollaboration.org/page/high-quality-professional-development-checklist http://www.researchcollaboration.org/uploads/HQPD-Checklist-V3.pdf
1	Why should I teach Xtreme Reading when my students are failing content area courses? How can Xtreme Reading strategy instruction support	Xtreme Reading Strategies are not intended to be used in isolation. While the course is taught in a protected 45 minute class period each day, the final step for each strategy learned is integration and generalization. That being said, the idea is not for students to only use these learning strategies in Xtreme Reading.

	students' success in the general education curriculum?	This curriculum is designed using an instructional approach “to teach students ‘how to learn’ through teaching them how to use learning strategies, rather than teaching them specific curriculum content or basic skills.” With that, students will be able to “use learning strategies to enable them to successfully analyze and solve novel problems that they encounter in both academic and nonacademic settings.” This article states “a large proportion of adolescents with learning disabilities do not invent strategies as they approach novel tasks (Warner, Schumaker, Alley, & Deshler, 1989), nor do they appear to approach tasks strategically (Deshler & Schumaker, 1986).” Xtreme Reading offers students the opportunity to learn, practice, master, and generalize strategies that will help them have a foundational approach to solving problems and increase their likelihood of success in all content area courses, not just Xtreme Reading. Source: Deshler, D.D., & Schumaker, J.B. (1988). An instructional model for teaching students how to learn. In J.L. Graden, J.E. Zins, & M.J. Curtis (Eds.), <i>Alternative educational delivery systems: Enhancing instructional options for all students</i>. Washington, DC: NASP.
2	I know all about teaching strategies, but what’s different about the Learning Strategies from Strategic Instruction Model (SIM™) built into Xtreme Reading?	Learning Strategies from SIM built into Xtreme Reading are research and evidence based tools geared towards the idea of helping students learn how to learn, process information, and organize that information in order to generalize and integrate their learning of the strategies and content. The strategies focus on an “individuals approach to a task” and ensure teachers are able to describe and model the strategy while students engage in a variety of practices, assessments, and ultimately, generalize and integrate the strategy. While Xtreme Reading does focus on academic growth, there are strategies that “focus on teaching students...in the academic, social, motivational, and executive functioning areas.” Since Xtreme Reading is all encompassing, it is our goal to “enable the student to meet content learning demands and at the same time modify instructional environments to promote strategy use and facilitate the delivery of content in a manner that will result in great content mastery.” Essentially, teachers are teaching learning skills while teaching

		strategy tools that students can use in Xtreme Reading, content area courses, real life, and in the future. Source: Deshler, D.D., & Lenz, B.K. (1989). The strategies instructional approach international. <i>Journal of Disability, Development and Education</i>, 36(3), 203-224.
3	I'm worried that the structure of Xtreme Reading will squelch my creativity as a teacher. Under what conditions can I make adaptations in the teaching procedures and maybe even in the strategies?	While Xtreme Reading is a scripted curriculum, the need for teacher autonomy is still great. In the beginning stages of learning a new strategy (Describing and Modeling), procedures and instruction must be "tight," meaning that there is no room for any adaptations to the curriculum, materials, or script. However, good teachers observe their students and make changes as necessary, and that is exactly what we do in Xtreme Reading. Specifically, during the generalization phase, students will need teacher creativity to help them adapt their learning to other content areas and their real-world experiences. "The first is that while generalization behavior typically follows acquisition of the skill, generalization instruction should be addressed throughout the learning process. Thus teachers should not wait to address generalization until after the skill is initially mastered but rather should be aware of and address the many dimensions of generalization. Second, research demonstrates that learning strategies instruction can improve performance of students in regular classes especially when generalization instruction is carefully planned; although the remedial teacher can facilitate generalization using a variety of techniques, other agents can be employed such as content teachers and peers to greatly enhance generalization and independence of action."

		Source: Ellis, E.S., Lenz, B.K., & Sabornie, E.J. (1987). Generalization and adaptation of learning strategies to natural environments: Part 1: Critical agents. Remedial and Special Education, 8(2), 6-20.
4	What are the guiding instructional principles for teachers to successfully implement Xtreme Reading?	The guiding instructional principles for Xtreme Reading “consist of eight stages of instruction sandwiched between pretesting and posttesting, or 10 stages in all.” These stages include: 1. Pretest “to determine their starting skills” 2. Describe: “The teacher describes the steps of the strategy to students and models (or demonstrates) using it, thinking aloud so that students can witness the cognitive processes involved as well as the overt actions.” 3. Verbal Practice: students learn to say and memorize the steps of the strategy 4. Paired Practice: “students practice using the strategy with a partner 5. Independent Practice: “students practice by themselves, completing written products demonstrating their use of the strategy.” 6. Differentiated Practice: “students practice applying the strategy aloud with the teacher witnessing all the processes being used and providing feedback to the student.” At this point, mastery is required 7. Integrating: “Once students reach mastery on a given strategy, they begin to practice integrating it with other strategies, and they apply it to their course textbooks and other pertinent materials written at their grade level. 8. Post test “students take a posttest and celebrate their progress after comparing the posttest results to pretest results.” 9. Guided Reading Practice: “whereby for 10 minutes per class period the teacher leads the whole class while applying a strategy or strategies to the text of a novel.”

		10. Independent Book Study: Students "independently read four books and complete activities to demonstrate that they have read those books and used the strategies." Source: Schumaker, J.B. (2023), <i>Lessons Learned during the Development and Validation of an Intensive Evidence-Based Reading Intervention for Secondary Students</i>. Learning Disabilities Research & Practice, 37: 294-313. https://doi.org/10.1111/ldrp.12293
5	What is the potential effect of Xtreme Reading on student outcomes and quality of life?	Teachers can expect positive student outcomes if Xtreme Reading is implemented with fidelity. Research collected from The Enhanced Reading Opportunities Study shows that Xtreme Reading "produced a positive and statistically significant impact on reading comprehension (0.90 standard score point, which corresponds to an effect size of 0.09 standard deviation)." Another study indicates that students that participate in the Xtreme Reading curriculum show improvements in reading performance and fluency, vocabulary knowledge, and reading comprehension. There is also data that suggests that students who participated in Xtreme Reading classes "close[d] the gap between expected reading performance and actual reading performance." "As a whole, students who participated in Xtreme Reading classes produced gains in reading performance, as measured by the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Test of Silent Contextual Reading Fluency (TOSCRF). That is, given the difference in means and effect sizes, results suggest that after students participated in Xtreme Reading classes, they performed better on tasks that required vocabulary knowledge and reading comprehension as measured by the GRADE and reading fluency tasks as measured by the TOSCRF. Moreover, given the statistical difference in pre to posttest means, results suggest that students closed the gap between

		expected reading performance and actual reading performance, which is no small accomplishment for any low-performing secondary student.” Source: Boudah, D. J. (2018). Evaluation of Intensive Reading Strategies Intervention for Low-Performing Adolescents with and without Learning Disabilities. <i>Insights into Learning Disabilities</i>, 15(2), 195-205.
6	Okay, I am ready to conquer the world. I want to implement Xtreme Reading! What are essential steps I need to put in place to begin?	In order to begin implementing Xtreme Reading, you will need to complete the following: 1. Ensure students are enrolled in secondary grades 2. Identify eligible students a. Review reading assessment data b. Students reading at at least a fourth grade reading level AND are at least two years behind in reading will be eligible. c. Verify the number of students and begin creating sections for the course: No more than 15 students enrolled. 3. Schedule the course a. Each course must be at least 45 minutes long 4. Assign staff a. Select the teacher(s) that will be teaching the Xtreme Reading course 5. Engage in a Professional Developer a. Reach out to a PDer to schedule PD, coaching, and additional support for implementation 6. Order materials a. You will do this with your PDer b. Note: novels are not included 7. Organize PD and plan for coaching a. Schedule PD with your PDer

		Source: University of Kansas Center for Research on Learning. (n.d.). <i>Xtreme reading preparation/think sheet: Administrator directions for selecting students for the Xtreme reading program.</i> Planning Document
7	Why is the Xpect to Achieve section of Xtreme Reading important? Can I skip the ACHIEVE expectations if I have behavioral expectations in place as well as structures for working together?	Xpect to Achieve lays the foundation for the entire Xtreme Reading Curriculum because this is where “ the teacher explains expected behaviors in a variety of classroom activities (discussions, paired work, small-group work, independent work), and teaches two units (Talking Together and the SCORE Skills) to ensure students acquire the needed social skills for Xtreme Reading activities”. This portion of the “program includes explicit instruction in social skills to create and maintain a positive learning community within the classroom”. Since Xtreme Reading is a spiral curriculum, students will use the skills taught in these launching lessons throughout the year. For example, when students “[work] through the Possible Selves unit, [they] identify their hopes, expectations, and fears as well as create and work toward goals related to reading and other life areas.” SOURCE: What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (March 2021). Xtreme Reading. Retrieved from https://whatworks.ed.gov.
8	What does the classroom set up for an Xtreme Reading classroom look like?	An Xtreme Reading Classroom is a fast paced, focused learning environment where there is a shared understanding of responsibility by both the students and the teachers. The classroom is a working classroom where teachers will either be describing, modeling, assessing, or providing feedback and/or students will either be actively listening, engaged in some sort of practice, taking an assessment, or generalizing/integrating the strategy. The class works bell to bell for at least 45 minutes, and there are ideally 12-15 students in the class that are on at least a fourth grade reading level and at least two years behind their intended reading level based on the grade they are enrolled in. It is

		a separate class outside their traditional ELA class, and it does not replace their ELA class. The teacher does not have to have an ELA or reading background, but it does tend to be easier to implement the curriculum if the teacher does have a similar background as described above. SOURCE: What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (March 2021). Xtreme Reading. Retrieved from https://whatworks.ed.gov.
9	I have favorite novels that my students love. How much flexibility is there in choosing novels to use with Xtreme Reading? Do I have to focus on the vocabulary words in the manual if I use these novels?	While the Xtreme Reading curriculum includes suggested novels and outlined material for the intended readings, there is still some flexibility to choose your own novels. However, when doing so, you must follow these guidelines: 1. The novel must be on grade level (students current grade they are enrolled in, not their reading level) 2. The same instruction that would be provided using the XR novels (journal entries, vocabulary, modeling) is non-negotiable. While you will have the autonomy to create your own journal entries, choose your vocab words, and model where you see fit, you must abide by what the lesson plan includes that Guided Reading that day. SOURCES: University of Kansas Center for Research on Learning. (n.d.). <i>Xtreme reading preparation/think sheet: Administrator directions for selecting students for the Xtreme reading program.</i> Planning Document University of Kansas Center for Research on Learning. (2023). Xtreme Reading: Strategic Instruction Model [Program sampler]. https://sim.ku.edu/xtreme-reading
10	I have heard of SIM. How are the SIM strands of Learning Strategies and Content Enhancement routines related to Xtreme Reading?	Xtreme Reading is composed of 8 different Learning Strategies from the Strategic Instruction Model. “Xtreme Reading was developed as a comprehensive Tier 2 intervention comprised of eight foundational reading and motivation strategies from the Strategic Instruction Model to be delivered in a single school year. These strategies include the Word Identification Strategy (Lenz & Hughes, 1990) and the Word Mapping Strategy (Harris, Schumaker, &

		Deshler, 2008) that are used by students to decode multisyllabic words and determine their meanings. Students also learn reading comprehension strategies, including the Self-Questioning Strategy to ask themselves questions and motivate themselves to keep reading (Schumaker, Deshler, Nolan, & Alley, 1994), the Paraphrasing Strategy to find and paraphrase the main ideas and details in reading passages (Schumaker, Deshler, & Denton, 1984), and the Inference Strategy to enhance inferential understanding of reading passages (Fritschmann, Deshler & Schumaker, 2007).” At the same time, Content Enhancement Routines are built into Xtreme Reading to serve as consistent learning routines for students. Routines like the Course Organizer and Unit Organizer are included at the beginning of each strategy to ensure students make connections between what they learned, what they are going to learn, and have an understanding of what they are currently learning on a deep level to ensure mastery. SOURCE: Boudah, D. J. (2018). Evaluation of Intensive Reading Strategies Intervention for Low-Performing Adolescents with and without Learning Disabilities. <i>Insights into Learning Disabilities</i>, 15(2), 195-205.
11	I know there are many strategies to support literacy; what other strategies are available to support teachers and students in math, social interaction and motivation?	Social interaction and motivation are key elements of the Xtreme Reading curriculum. The first strategy that students engage in is Xpect to Achieve. This strategy focuses on the social aspect of learning, including, but not limited to, classroom procedures, respect, peer interaction, classroom expectations, collective commitments, and the overall classroom environment that fosters the ideal learning environment for students participating in Xtreme Reading. Teachers will “describe how to perform a skill appropriately,” model procedures through demonstration, verbally rehearse the “required skill steps to ensure that the [students have] memorized the steps in sequence and can instruct him/herself in what to do next, and provide feedback to students. At the same time, motivation is included in the curriculum in multiple ways. The strategy titled “Possible Selves” focuses on goal setting, action planning, overcoming potential fears/obstacles, and tracking progress towards their goal(s).

		Another strategy included in the curriculum is timely and corrective feedback. Feedback is consistently being given to students in a variety of ways in order to promote motivation and perseverance. It is noted that “positive feedback increases motivation.” “There is considerable evidence that feedback that attributes performance to effort or ability increases engagement and performance on tasks (Craven, Marsah, & Debus, 1991; Dohrn & Bryan, 1994).” SOURCE: Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Education Research</i>, 77, 81-112. Schumaker, J.B., & Hazel, J.S. (1984). Social skills assessment and training for the learning disabled. Who's on first and what's on second? Part 2. <i>Journal of Learning Disabilities</i>, 17(8), 492-499.
12	How do I progress monitor when teaching Xtreme Reading?	Progress monitoring is explicitly built into the Xtreme Reading curriculum. While teachers do monitor progress in a variety of ways (tracking mastery of a strategy, improving fluency, and raising reading levels), students also engage in progress monitoring. For example, “the goal of independent practice is for students to develop mastery of a strategy or skill, including taking responsibility for determining whether or not they are applying the strategy appropriately (i.e., self-monitoring).” Research indicates that when students monitor their own progress, they have a better understanding of where they are and where they need to go. They are able to visually see on the progress monitoring tracking graph the progress they made from the beginning of the strategy to the end. SOURCE: Rissman, L. M., Miller, D. H., Florida Center for Reading Research, Florida State University, & Torgesen, J. K. (2009). Adolescent Literacy Walk-Through for Principals: A Guide for Instructional Leaders [Guide]. In RMC Research Corporation (Ed.), <i>Center on Instruction</i>. RMC Research Corporation. https://simvilledev.ku.edu/sites/default/files/PD%20Resources/Adol%20Lit%20Walk%20Through%20for%20Principals.pdf

		20Through.pdf#:~:text=Furthermore%2C%20effective%20intervention%20provides%20students%20with%20many,2001)%2C%20the%20assignment%20of%20the%20most%20highly (Original work published 2009)
13	What components of corrective feedback are necessary for successful strategy instruction?	Corrective feedback is necessary for successful implementation of Xtreme Reading and desired student outcomes. Research indicates that feedback is one of the “top five effective instructional methods.” Feedback is very explicit within the Xtreme Reading curriculum and is given at the task level, processing level, and self-regulation level. For example, students will know if their answer is correct or incorrect, be able to use the feedback to recognize errors and correct them moving forward, and use feedback as a self-monitoring tool to map their progress. Teachers will provide feedback as indicated in the lesson plan. The feedback will be targeted, timely, frequent, and corrective. While the feedback will praise student success, it will also bring attention to any errors and provide specific instructions on how to correct the error moving forward. SOURCE: Center on Instruction (2008). Synopsis of “The Power of Feedback.” Portsmouth, NH:RMC Research Corporation: Author.
14	How does Xtreme Reading instruction fit within a tiered model of intervention such as the Content Literacy Continuum™, Tiered Systems of Supports, or Response to Intervention?	The Content Literacy Continuum is a “tool for enabling all secondary teachers and administrators to participate in the development and evaluation of a literacy initiative that is consistent with the goals of secondary education for all students, and that will dramatically improve literacy outcomes for those who are at risk of academic failure.” Because Xtreme Reading is a specialized, spiral curriculum that requires its own course in the master schedule, it falls into Level 3 of the CLC. Students must have the Level 4 foundational K-3 reading skills to be successful in Xtreme Reading but still need more “intensive strategy instruction than what can be provided through embedded strategy instruction.” However, Xtreme Reading consists of multiple Learning Strategies built into one single curriculum. That being said, it could fall into Level 2 of the CLC, too, if the strategies were being taught in isolation. SOURCE: Lenz, K. B., Ehren, B. J., Deshler, D. D. (nd). <i>Content Literacy Continuum: A Framework for Improving Adolescent Literacy for All Students</i>. Lawrence, KS: KU-CRL.

15	What can administrators expect in terms of teacher professional development and coaching needed to launch Xtreme Reading in their schools?	Teachers will receive 5 days of professional development that will guide teachers through Xpect to Achieve, Word Mapping, Word ID, Possible Selves, Self-Questioning, Paraphrasing, Inference, and Visual Imagery Strategies. These professional development opportunities will focus on learning, modeling, and planning, all while ensuring “participants are adapting these new practices to align with their personal theories, beliefs, attitudes and work roles.” These professional development sessions are designed to showcase “how their students will learn the information, gain the knowledge and skills thus increasing student achievement.” There will be specific time for discussions, questions, reflections, and possible hurdles they will have to overcome during implementation. Research indicates that adult learners learn best in professional development sessions that include overviews, introductions of material, theory, demonstration, modeling, application, active learning, self-reflection, self-assessment, and feedback. This evidence guides the professional development design and agendas. Teachers will also receive 5 coaching sessions and 3 fidelity checks throughout the year because “coaching and technical assistance are essential to successful implementation of new practices.” Data suggest a substantial increase in successful implementation “when feedback and coaching are added to PD practices.” These practices coupled with the professional development design described above create a “comprehensive system of learning and improvement” that will guide our work throughout the school year. SOURCE: Graner, P., Ault, M., Mellard, D. & Gingerich, R. (2012). EXCERPT Effective Professional Development. <i>Stratenotes</i>, 21(2), 1-4.
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Frequently Asked Questions Potential Xtreme Reading Professional Developers

Purpose: To prepare potential professional developers in Xtreme Reading to answer *difficult* questions that are often asked at XR professional development sessions.

Directions: Select 15 questions to answer. Please be brief and complete in your responses. The answers to these questions are provided at XR professional development sessions, or may be found in the required readings, Instructor Manuals for individual Learning Strategies, or Instructor Notebooks. As you respond to the questions, note the article or source of your response for your own use later.

1. Why should I teach Xtreme Reading when my students are failing content area courses? How can Xtreme Reading strategy instruction support students' success in the general education curriculum?
2. Administrators, teachers, students and parents expect me to continue providing time for completing assignments and homework. How do I advocate for a change from a tutorial (assignment/homework-based) model to a strategies model?
3. What is the rationale for teaching a reading class dedicated to Xtreme Reading for students reading below grade level?
4. Will Xtreme Reading work for all low achievers? Should I teach all of my students Xtreme Reading? How are students selected for the Xtreme Reading course?
5. What do you do with all those students who don't have enough basic skills for learning strategies? About one-fourth of my students read at the third-grade level or below.
6. I know all about teaching strategies, but what's different about the Learning Strategies from Strategic Instruction Model (SIM™) built into Xtreme Reading?
7. How can I ensure that students generalize the Xtreme Reading strategies? What kind of hurdles can I expect to generalization?
8. What do I do if a student refuses to participate in Xtreme Reading instruction no matter what I do?
9. How important is it to follow the teaching procedures in the XR Instructor Notebooks and accompanying manuals? I know my students; I know how to teach them.
10. I'm worried that the structure of Xtreme Reading will squelch my creativity as a teacher. Under what conditions can I make adaptations in the teaching procedures and maybe even in the strategies?

11. What are the guiding instructional principles for teachers to successfully implement Xtreme Reading?
12. What is the potential effect of Xtreme Reading on student outcomes and quality of life?
13. Okay, I am ready to conquer the world. I want to implement Xtreme Reading! What are essential steps I need to put in place to begin?
14. Why is the Xpect to Achieve section of Xtreme Reading important? Can I skip the ACHIEVE expectations if I have behavioral expectations in place as well as structures for working together?
15. What does the classroom set up for an Xtreme Reading classroom look like?
16. How do the varied lesson delivery modes (whole group, paired practice, individual practice) work together?
17. I have favorite novels that my students love. How much flexibility is there in choosing novels to use with Xtreme Reading? Do I have to focus on the vocabulary words in the manual if I use these novels?
18. I have heard of SIM. How are the SIM strands of Learning Strategies and Content Enhancement routines related to Xtreme Reading?
19. I know there are many strategies to support literacy; what other strategies are available to support teachers and students in math, social interaction and motivation?
20. What other SIM writing Learning Strategies could be combined with Xtreme Reading to create a comprehensive literacy intervention course?
21. How do the curriculum standards developed by the state or the Common Core State Standards align with Xtreme Reading?
22. How do I progress monitor when teaching Xtreme Reading?
23. If students receive Xtreme Reading instruction, what results can be expected on district formative assessments as well as summative standardized state assessments?
24. What components of corrective feedback are necessary for successful strategy instruction?
25. How do I get administrative support to implement Xtreme Reading within my department, school and/or district?
26. How does Xtreme Reading professional development relate to my department, school and/or district initiatives?
27. How does Xtreme Reading instruction fit within a tiered model of intervention such as the Content Literacy Continuum™, Tiered Systems of Supports, or Response to Intervention?
28. What does a school need to know before creating an Xtreme Reading course?
29. What can administrators expect in terms of teacher professional development and coaching needed to launch Xtreme Reading in their schools?
30. What can administrators expect in terms of teacher preparation time to use Xtreme Reading in their classrooms?
31. What background knowledge or experiences are helpful for new Xtreme Reading teachers to have?

Reading List for Xtreme Reading Potential Professional Developers

1. Boudah, D. J. (2018). Evaluation of Intensive Reading Strategies Intervention for Low-Performing Adolescents with and without Learning Disabilities. *Insights into Learning Disabilities*, 15(2), 195-205.
2. Center on Instruction (2008). Synopsis of "The Power of Feedback." Portsmouth, NH:RMC Research Corporation: Author.
3. Corrin, W., Somers, M.-A., Kemple, J., Nelson, E., & Sepanik, S. (2009). The Enhanced Reading Opportunities study: Findings from the second year of implementation (NCEE 2009-4036). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
4. Deshler, D.D., & Lenz, B.K. (1989). The strategies instructional approach international. *Journal of Disability, Development and Education*, 36(3), 203-224.
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14. Knight, J. (2002). *Partnership Learning Fieldbook*. Lawrence, KS: KU-CRL.
15. Knight, J. What Do Good Coaches Do? (2011). *Educational Leadership*, 69 (2), 18 – 22.
16. Learning Forward. (2011). *Standards for Professional Learning, Quick Reference Guide*. www.learningforward.org.
17. Lenz, K. B., Ehren, B. J., Deshler, D. D. (nd). *Content Literacy Continuum: A Framework for Improving Adolescent Literacy for All Students*. Lawrence, KS: KU-CRL.
18. Mizell, H., Hord, S., Killion, J., & Hirsh, S. (2011). New Standards Put the Spotlight on Professional Learning. *JDS*. Vol 32 No. 4.

19. Somers, M. A., Corrin, W., Sepanik, S., Salinger, T., Levin, J., & Zmach, C. (2010). The Enhanced Reading Opportunities study final report: The impact of supplemental literacy courses for struggling ninth-grade readers (NCEE 2010-4021). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from <https://eric.ed.gov/?id=ED511811>
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21. Schumaker, J. B. & Deshler, D. D. (2009). Using a Tiered Intervention Model in Secondary Schools to Improve Academic Outcomes in Subject-Area Course. In *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RTI* (Chapter 23). Maryland: NASP Publications.
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Supplemental Reading List for XR Potential Professional Developers

Electronic Resources:

- Biancarosa, C., & Snow, C. E. (2004). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.), Washington, DC: Alliance for Excellent Education. <http://www.all4ed.org/files/ReadingNext.pdf>
- Center for Instruction. (2009) Adolescent Literacy Resources: An annotated bibliography: Second Edition. RMC Research Corporation, Portsmouth, NH: Author. Available on line at www.centeroninstruction.org
- Graham, S., Harris, K., and Hebert, M. A. (2011). Informing writing: The benefits of formative assessment. A Carnegie Corporation Time to Act report. Washington, DC: Alliance for Excellent Education. Available on line at http://www.all4ed.org/publication_material/order_form.
- Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. Available on line at www.carnegie.org/literacy.
- Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. Available on line at www.carnegie.org/literacy.
- Graner, P, Ault, M., Mellard, D., and Gingerich, R. (2012) .Effective Professional Development for Adult Learners. Lawrence, Kansas: University of Kansas, Center for Research on Learning. Available on line at http://kucrl.org/simville/pd/PD-whitepaper-6_20_12.docx.
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