

What the experts say about the approaches used in Enhance Literacy

Harvey and Goudvis – Teach comprehension strategies using short texts. Teach comprehension strategies singly and then used together, with a focus on monitoring and metacognition, learned through modeling and gradual release.

Tim Rasinski – Reports that audio-assisted reading is a strong support for oral language and fluency development, especially for struggling readers and ELL students.

Maria Uribe, Ph.D and Sally Nathenson-Mejía – Reports that to help English language students transition into English, it is important to build on students’ background knowledge, to actively involve and engage students in their learning, and to give explicit instruction.

Lucy Calkins – Explicitly teach the skills and strategies of proficient reading. Teacher demonstrates then students try it. “Partner share” is Calkins’s term for collaborative learning. “Write about your reading.”

Michael Solis et al. – Reports that the most consistent finding across a 30-year study of reading comprehension interventions was the use of explicit instruction including modeling, feedback, and opportunities for practice.

Enhance Literacy – How it aligns with the research

120 complex, on-grade-level texts, 60 for modeling and 60 for fluency work by students using a gradual-release model. There is a focus on monitoring and on students using the strategies in an integrated way.

The 60 texts for the Fluency Kit lessons are provided in books, with fluency audio readings of the texts, as well as academic vocabulary glossaries.

Enhance Literacy uses explicit instruction and discussion-based lessons to help create a meaningful context to which students can contribute their life and experiences, and to engage them directly in their learning.

Students learn comprehension strategies alone, then in combination. They try the strategies through collaborative learning during the lessons and writing activities. In every Enhance Literacy lesson, students write about their reading using a graphic organizer or activity in their student workbooks.

Enhance Literacy includes strong teacher modeling, explicit comprehension strategies instruction, and supports formative assessment and teacher-student conferencing for regular feedback. With 120 texts across the resource, students are given many opportunities to practice the skills they are learning.

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John Guthrie; OECD – Both recommended engagement models using the rationale that engagement is the missing component of many literacy programs. Engagement in Enhance Literacy is provided by digital media, and authentic, and contemporary, high-interest texts and tasks.

Fisher, Frey, Williams – Report that graphic organizers provide “visual information that complements the class discussion or text.”

Also reported is that “writing to learn” strategies “help students inquire, clarify, or reflect on the content.”

Fisher, Frey, Williams – Teach close reading of complex text; finding evidence in text; writing in response to text; developing oral language and vocabulary-building; using a gradual release of responsibility model with a focus on student collaboration.

The Assessment Reform Group – Outlines the case for formative assessment (assessment for learning) to improve student achievement.

Enhance Literacy – How it aligns with the research

The 60 texts for modeling are on a highly-engaging digital interface – lessons can be taught using a projector, whiteboard, or large TV. Texts are contemporary and high-interest, from many authors and many text types, especially disciplinary texts from science, social studies, numeracy, and fiction (including poetry).

Students “write to learn” after every Enhance Literacy lesson though completing writing activities in their student workbooks.

For the Modeled Reading lessons, there are writing prompts that allow students to practice using vocabulary from the text, and for the Fluency lessons, there are 60 unique graphic organizer to support students to respond to the text.

The 120 texts in Enhance Literacy have informational texts as well as fiction and poetry – ideal for close reading and text analysis.

There are 120 lessons plans to support teachers to develop collaborative close reading, vocabulary, oral language, fluency, and writing with their students.

All the texts are complex but include high levels of scaffolding, using teacher modeling, digital supports, and peer collaboration.

There are detailed assessments for both teacher formative assessment and student self-assessment.

There is advice to teachers about how to formatively assess and give constructive feedback to support student progress.