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Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. × course Processes and Handbook of Metacognition in Education). He and his colleagues have designed, developed, and tested software in learning, language, and discourse technologies, including AutoTutor, Auto-Tutor-Lite,
MetaTutor, GuruTutor, HURA Advisor, SEEK Web Tutor, Operation ARIES!, Coh-Metrix, Question Understanding Aid (QUAID), QUEST, and Point & Query. He has a Ph.D. in psychology from the University of California, San Diego. Steve Graham is the Currey-Ingram professor of special education and literacy at Vanderbilt Peabody College. His
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Communication Sciences and Special Education, as well as the director of the Regents' Center for Learning Disorders. Her areas of specialization include adolescents and adults with learning disabilities and attention deficit/hyperactivity disorders, and test validity
She has been a national expert witness for several key legal cases pertaining to accommodating adults with learning disabilities and AD/HD on high-stakes tests. She has published four books, including Assessing and Accommodating adults with learning disabilities and AD/HD, as well as numerous scientific articles
and book chapters. She has a Ph.D. in communication disorders from Northwestern University, Joyce L. Harris is associate professor in the Communication Sciences and Disorders Department at the University of Texas at Austin and director of the Language and Cognitive Aging Laboratory. Her current research involves the study of text
comprehension in aging, particularly the comprehension of text-based health information. Harris teaches courses in acquired neurogenic language disorders in adults and the sociocultural Page 3 Hills, T., Todd, P.M., and Jones, M. (2009). Optimal foraging in semantic memory. In N.A. Taatgen and H. van Rijn (Eds.), Proceedings of the 31st annual
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Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction This appendix describes procedures
used to review the research on adult literacy instruction and presents the studies that informed the committee's deliberations. These reviews were conducted to augment a recent systematic review of adult literacy research (Kruidenier, MacArthur, and Wrigley, 2010). The appendix has five sections 1 through 4 describe the review
procedures and studies gathered that have a focus on adult basic and secondary education and academically underprepared students. Following the introduction to Section 5 contains the complete reference list of the studies gathered. APPENDIX CONTENTS Section 1. Adult Basic and
Secondary Education: Effectiveness Studies of Literacy Instruction Section 2. Adult Basic and Secondary Education: Effectiveness Studies of Literacy Instruction Section 4. Academically Underprepared College Students:
                                                                                                                                                                                                                                                                                                                        C. Effectiveness Studies with English Language Learners

D. Descriptive Studies with English Language Learners Section 5. References Page 418 Share Cite Suggested
Effectiveness and Descriptive Studies of Literacy Instruction
                                                                                                                                                                                                                       B. Descriptive Studies of Literacy Instruction
                                                                                                                      A. Effectiveness Studies of Literacy Instruction
Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. × SECTION 1. ADULT BASIC AND SECONDARY EDUCATION:
EFFECTIVENESS STUDIES OF LITERACY INSTRUCTION The search for literacy instruction for adults included a prior review, sponsored by the National Institute for Literacy (Kruidenier, MacArthur, and Wrigley, 2010), and targeted searches to augment these findings as needed to draw conclusions about the state of the research and
needs for development. Electronic searches were conducted using Scopus and ERIC to locate additional studies for the years 1990-2010. Searches were conducted using the following single or crossed search terms: adult literacy, adult literacy, adult literacy, adult literacy, adult literacy, adult literacy, adult students, adults, reading
instruction, decoding (reading), reading comprehension, reading processes, writing instruction, intervention, teaching methods, instructional effectiveness, adult basic skills, adult secondary education, General Educational Development, GED, high school equivalency programs, community-based organizations, community
colleges, prison, workplace, correctional, health, housing, English language learners, second language learners, second language learning, English as a Second Language (ESL), and English (Second Language). Other references were found in the Cited Reference Search in the ISI Web of Science Social Science Citation Index and Google Scholar. To
ensure identification of the most recent work, a manual search for the years 2008-2010 was conducted in the journal of Learning Disabilities, Journal of Second Language Writing, Learning Disabilities Research and Practice, Reading and Writing,
Reading Research Quarterly, Remedial and Special Education, and Scientific Studies in Reading or writing abilities of adults in the
United States with low literacy skills. Studies of literacy instruction with adolescents were selected for the review only if the adolescents were taught alongside adults, or, if not, they received GED preparation. Studies of instruction with solely adolescents were taught alongside adults, or, if not, they received GED preparation. Studies of instruction with solely adolescents were taught alongside adults, or, if not, they received GED preparation. Studies of instruction with solely adolescents were taught alongside adults, or, if not, they received GED preparation.
al., 2008) were not included in the review. Generally, the term adults refers to individuals ages 18 and older, although in recent years adult literacy programs have also been serving students as young as age 16 (Hayes, 2000; Perin, Flugman, and Spiegel, 2006). Eligibility criteria for federally funded adult education programs specify that individuals
must be ages 16 or older. In addition, national adult literacy surveys count individuals ages 16 and older as adults (Kutner et al., 2007). Therefore, for the purpose of this review, the term adults refers to ages 16 and older and thus includes older and thus includes older and thus includes older and older as adults (Kutner et al., 2007).
they had to describe the nature of the reading or writing instruction and include direct assessments of outcomes in reading or writing. Studies that investigated literacy outcomes as a function of global instructional variables without a focus on instructional practices for teaching reading and writing (e.g., Fitzgerald and Young, 1997) were not
included. Literature reviews (e.g., Rachal, 1984, 1995; Slavin and Cheung, 2003; Torgerson et al., 2005; Torgerson, Porthouse, and Brooks, 2003) and compilations of program descriptions (Beder, 1999; Medina, 1999) served as sources of information but were not included in the review. To be included, the study must report at least one quantitative
reading or writing outcome, using either a published, standardized test or an experimental measure (e.g., Darkenwald and Valentine, 1985) were excluded. In cases in which both literacy and numeracy were taught, only findings for
reading or writing were included. Studies that combined outcomes for reading and math without disaggregating them (e.g., Boudett and Friedlander, 1997; Friedlander and Martinnson, 1996) were not included in the review of instructional outcomes. If not otherwise stated in the research report, it was assumed that participants in studies of adult
basic education or GED instruction spoke enough English so as not to require ESL classes. Among the studies with English language learners, only research reporting measured outcomes on reading or writing (not Page 419 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National
Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. × oral language) was selected for closer examination. Studies
were excluded if they targeted only numeracy or other nonliteracy outcomes, focused on adults with reading disabilities who had completed secondary education, and had at least average literacy skills or if they were reporting the same data as another source selected for the review. Altogether, 107 studies were eliminated after screening. Most of
the discarded references were assessment or instructional studies with adults with reading disabilities but not low literacy populations outside the United States. (A parallel review was conducted to identify practices used in literacy propulations outside the United States. (A parallel review was conducted to identify practices used in literacy propulations outside the United States.)
synthesized in Chapter 3 to provide insights into practices that may warrant further study with adults in the United States.) Page 420 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and
Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. × SECTION 1. Adult Basic and Secondary Education: Effectiveness Studies of Literacy Instruction Reference Instructional Goals Practice and Findings
Limitations Alamprese (2009) (1) Alphabetics, fluency, vocabulary, comprehension, spelling (emphasis varied), or (2) Assistance in reading real-life text Discrete skills classrooms: Alphabetics plus other component skills, structured. Meaning-making classrooms: Reading practice but
                                                                                                                                              N = 643, reading comprehension < 7th grade, attended 130 classrooms in 35 programs Longitudinal, pre-post follow- up, nested sample, and correlation. Purposive sample, 6 norm-referenced tests, 5 reading, 1 spelling. Finding: Structured instruction in alphabetics with or
little reading instruction, 24% of time spent in nonreading tasks.
                                                                                                                                      Alessi et al. (1982-1983) Reading comprehension Find information in text and paraphrase text. Computer-based instruction, PLATO software. 20 sessions, 2040 minutes x 4 days/week x 2 months.
                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    Pre-GED students, reading grade levels 4-6, prison Quasi-
without comprehension showed greatest gain, ES 0.370.42.
experimental. N = approx. 13 reading, N = approx. 13 reading, N = approx. 18 control* (comparison group studied PLATO math). Experimental measures, alternate forms pretest-posttest: (1) finding information, paraphrasing text, (2) transfer task: find main idea. Finding: Treatment group increased 25%, control 3% (p problem
of soc inequality. Martin (2001) Practitioner documentation, how-to. Many examples of students to take themselves seriously intellectually. Bring to the surface what is known and deepen. Understand the gap between beliefs and actions (why there isn't
more resistance). Untangle how it is we come to think the way we do, deconstruct construct as important as process. Read-aloud writing reflective dialogue on writing, reflective dialogue on writing, reflective dialogue on writing.
N/A TF critical liter education McDonald and Jones (2009) Interviews with students, focus group with tutors, program manager, a government official. Content analysis of documents Not reported 16 learners, 8 tutors, 2 program manager, government official. Content analysis of documents Not reported 16 learners, 8 tutors, 2 program manager, government official.
interwove with knowledge of social and cultural practices. Social worker did one-on-one support, leading group work, helping to guide staff, networking, promoting interagency coordination. Tutors had more time to do instruction, organization functioned more effectively. Most students were referred to social worker, about 85% went. Her work
contributed to significant progress—moving from one-to-one to group work, reduced anxiety, increased confidence, motivation, literacy N/A Page 459 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction."
National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. × Merrifield (1997) Surveys of laid-off workers; interviews 20 months after plant closure; response was representative of workforce. Job training for displaced workers 77
out of 100 workers responded to survey Placement in jobs ITPS programs that have clear performance standards Participation generally did not improve employment, but in the kinds of jobs they got. Not a close correlation between job training and type of job. Longer more intense programs made a bigger impact, but fewer women chose them or
qualified for them, or could afford to participate in them, or didn't believe they could handle it. Most women had limited vision of what they could do, such as traditional women's work or other manufacturing job. They felt rushed and uninformed in their decisions as to which JTPA program to participate in. Moni, Jobling and van Kraayenoord (2007)
Tutors documented experiences, collected student writing, and taped weekly feedback sessions. Disabilities participating in one of two disabilities participatin
developing life stories. Training, teaching and resource package. Tutors felt prepared; resources met need. Tutors gained useful information about their students that helped them plan instruction. N/A Morgan (2004) TR Comparison of 2 classes, before and after Family
literacy 18 in class Raise levels so they can graduate and seek vocational training or college courses. Find a job. Combine whole-group, teacher-led instruction with personalized teacher-student interaction. In addition to IGI, workbook-driven and self-paced approach, 2 hours of whole-group, direct instruction added each day (1 hour math and 1 hour
GED prep). Students selected sequence of material. Begin with review, introduce new material, provide skills practice and feedback. The more proactively taught, the more students in planning and implementing learning activities helps learners to take ownership,
promotes teamwork, encourages involvement, emphasizes the value of learning from peers, helps to establish trust and mutual respect, fosters self-esteem. Students liked learning that direction, whole-group instruction is more like K12). Page 460 Share Cite Suggested
Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction.
post-instruction. All sessions observed. Not reported 14 learners in CBO suspected of LD. Open to computers, negative on writing Not reported 8 month program, 15 sessions. Writing instruction using software. Self-selected projects, individualized instruction, self-directed with tutor assistance. 11 AT packages available (planning and graphic
organizers, word predictors, text readers, speech-to-text converters, etc) Felt most positive about writing, found a purpose in doing it (self-expression), felt better about themselves. Learning experiences supported by AT can help learners meet writing goals. Decreasing dependence on tutor, increasing independence. N/A Norton (2001) Participants
interviewed, observed peer tutor meetings, tutorials and other interactions. Adult literacy program 10 peer tutors Not reported Peers tutored one on one, assisted facilitators in classes and worked with small groups. They did a lot of reading together, modeled rather than doing direct instruction. Outcomes could not be directly attributed to peer
tutors because students were getting other services. Peer tutors had enhanced learning, personal development and ability to transform the larger social contexts. Increased confidence and self-esteem, enabled development of personal relationships among students; shift in power relations. Increased reading level, better comprehension and writing
Peer tutors met weekly; they learned to tutor by being tutored, e.g., participating in writer's workshop. Osei (2001) Observation, interview ABE 4 students Not reported Computer used in conjunction with reading assignments; enables self-pacing and helps students Not reported Computer used in conjunction with reading assignments; enables self-pacing and helps students Not reported Computer used in conjunction with reading assignments; enables self-pacing and helps students Not reported Computer used in conjunction with reading assignments; enables self-pacing and helps students Not reported Computer used in conjunction with reading assignments; enables self-pacing and helps students Not reported Computer used in conjunction with reading assignments.
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computer is motivating; students feel competitive with the computer, which pushes them to try to succeed. Page 461 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research
Washington, DC: The National Academies Press. doi: 10.17226/13242. × Padak and Baradine (2004) Open-ended written surveys and individual interviews ABE 29 reading group members, teacher field testers, teach
activities. Also encourages engaged writing—significant time spent writing, writing conferences and folders, mini-lessons, journals. Discussions of higher quality, students seem more engaged, more interest in reading; improved
reading skills, vocabulary, comprehensions; self-esteem, confidence. N/A Pannucci and Walmsley (2007) Interview and document review Evenstart program 23 LD Evenstart program 24 LD Evenstart program 25 LD Evenstart program 26 LD Evenstart program 27 LD Evenstart program 27 LD Evenstart program 28 LD Evenstart program 28 LD Evenstart program 29 LD Evenstart program 29 LD Evenstart program 29 LD Evenstart program 29 LD Evenstart program 20 LD Evenstart program 
for learning, scaffold teaching, know learners modality strengths and weaknesses, teach mnemonic devices, metacognitive strategies, commit necessary time, use technology to support learning, provide immediate, continuous and substantive feedback, problem-based learning, establish effective organizational strategies. N/A N/A Perin and Greenberg
(2007) Case study: Observations, program documents and instructional materials, interviews, student demographic data ABE Case study program Seeing research-based reading instruction in action Use Orton-Gillingham, scope and sequence chart of skills, objectives, and materials for teaching phonemic awareness, word recognition, and
comprehension. Direct, When the chart is the basis of reading instruction, students show improved skills and improved retention. Teachers have considerable the and experience observed and feedback, parti internal and e) PD and read Page 462 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy
Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Instruction I
people out; writing used for personal and work literacies is helpful in both places; realizing individual potential; advancing understanding of self, learning, work issues, societal structures. Participants' stories being heard throughout the company was meaningful at all levels of the organization. Pinsent-Johnson (2007) Not reported Not reported Not
reported Practice-based performance assessment Doing/showing new skills and knowledge in use, application. Aligned with actual literacy use in a range of contexts, integrated with and progress is evident when progress is viewed as practices
rather than skills. TF: Literacy as practices Rhoder and French (1994) Not reported Workplace (hospital) Not reported Literacy for survival, empowerment, human development Holistic, active, experience based. Used work-related texts, problem solving; newsletter for personal writing. Increased participation in literacy activities; improved skills and
feelings, assumed more responsibility for improving productivity and safety, moved to further ed. Motivation fueled by perception that program could lead to promotion. Rhoder and French (1995) Not reported Workplace (hospital) Not reported Enable and empower. Workplace and participant-generated texts used for instruction. Think critically,
activate and use prior knowledge, organize information, use in meaningful ways. Fueled competence and control. N/A Page 463 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction
Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. × Rivera (2008) Ethnography; interviews, focus groups, participant observation Adult literacy program in a shelter 50 homeless and formerly homeless women High school diploma Nontraditional, learner-centered, built on life experience
Conjoined commitments to social needs and social justice. Popular education methods: Critical analysis and action integrated with skill development. Sense of community is integral to learning. Dialogue about shared issues and challenges to foster critical reflection. Can provide comprehensive social services. Transformative learning, women's
empowerment and positive social change. GED attainment, but much more: critical thinking, critical consciousness, critical understanding. Activism and advocacy, confidence, more involvement in the program, increased participation in children's education. Students are motivated by their children and responsibility for others, desire to get off
welfare and have housing, hope of economic advanced; required by welfare. Robertson (2007) Practitioner description ABE Not reported Use evidence-based reading instruction: Individual assessment of 4 reading components. Found students to be esp. low in vocabulary. Rather than try to develop through what students were reading
focused on Tier II words. Used explicit instruction. Teach 6-10 words at a time. Defines, gets everyone to use in a sentence, do activities to practice. Students say it improves comprehension, increased vocabulary in other contexts. N/A Robinson-Geller
Literature review ABE 19 long-time Not reported Individualized Group No research exists on IGI is a management Page 464 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research
Washington, DC: The National Academies Press. doi: 10.17226/13242. \times 10.17226/13242
                                                                                                                                                                                   independently on individualized assignments. Teacher assigns, corrects, keeps records, and assists as needed. Work is materials driven.
                                                                                                                                                                                                                                                                                                                                                                                     with teachers who are often parttime and may lack appropriate
training. Rogers and Kramer (2008) Case studies; interviews, observations, focus group discussions ABE 9 teachers nominated as exemplary Successful at accelerating their students within a critical framework. Flexible, strategic reading. Instruction is designed to enable progress toward traditional measures of achievement and also preparing them
to be responsible change agency and participants in democracies. Teaching reading and writing within critical frameworks. For literacy acceleration: Use text that is good match, teach problem solving to be able to read for meaning, context-based strategies, responsive teaching; explicit skills instruction, flexible grouping, dialogue. For critical
literacy teach for social change and activism. N/A Standardization runs counter to best practices observed. Teachers respond uniquely to the needs of their learners; standardization tends to veil real conditions and experiences of learners; standardization tends to veil real conditions and experiences of learners. Sanguinetti, Waternouse, and Maunders (2005) Participatory action research; journals, observations Varied 22
practitioners Engaging learners in the process of learning while fostering their overall personal, intelligence, leadership and emotional intelligence, leadership and emotion
empowering people and communities, for many the road to learning. Dimensions: teacher, teaching, curriculum, context. Teacher is engaged in teaching, reflective, willing and able to N/A N/A Page 465 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council
2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. X
                                                                                                                                                                                                                                                                                          improvise and take risks, aware of power dimensions, patient and trusting in the learning process.
(1987) Descriptive and how to Not reported Not reported Validating personal experience, restoring self-esteem, transcendent perception regarding work and labor (theme of class). Decentralize authority; enable students to improve without a teacher or textbook. Experience served as content. Liberatory approach includes writing, editing, dialogue,
conceptualizing and reading; moved from background and experiences to critical understanding of the social fabric. Get students writing on provocative themes, prewriting, peer support, make connections between verbal and written language, revision process, self-correction. Reading materials introduced in conjunction with writing tasks, correlated
skills are taught—prereading, active questioning during reading. Amount of writing produced increases, more facile. Students gain perspective on something that is taken for granted (in this case work). Evidence of learning in written work will be less than what has been learned conceptually. TF: Liberatory Siegel (2007) Not reported GED class Not
reported See self as possessor of knowledge, invested in learning process. Integrate school with life. Telling Our Stories and Our Year in Review—2 major writing tasks. Vital that students understand how activities encourage
students to see that they have something to say. Focus on authentic and relevant activities which Students, while being legitimately academic, engage learners in a way that inauthentic materials cannot. N/A Page 466 Share Cite Suggested Citation: "Appendix D: Search
Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Not reported 2 case study students; 10 participated in
participatory action research Not reported Students used assistive technology as supplement to regular class instruction. Seeing spoken words appear in text helps to see connections between speech and writing. Student took more responsibility for monitoring writing. Other software increased understanding and eliminated feelings of frustration.
Enabled increased, active engagement with print. Phonology and spelling showed most significant growth. Encouraged students to stretch ambitions, increased self-determination, competence and self-determination and increase persists and self-determination and increase persists and self-determination and increase persists and self-determination and self-determination
(2005) Not reported Family literacy Not reported Not reported Not reported Collaboration among community council, school district, literacy council, family resource center. Typical family literacy design with one exception. Staff studies Spanish (students are Spanish speakers).
Provides meaningful opportunities to Growing numbers of participants, sites, and staff. Level completion, entrance into postsecondary education (NRS measures). Each school that houses program has become a community center. N/A Page 467 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of participants, sites, and staff."
Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research.
teaching skills using one size fits all approach. Take into account learners context, community and culture. Make classroom work collaborative. Instruction must build on life experience, teacher must know about the learner. Setting should promote dialogue and sense of community. Teachers must engage in reflection and inquiry to teach responsively
N/A N/A Soifer, Young, and Irwin (1989) Descriptive ABE Not reported Instruction recognizes and builds on learner strengths. Teachers are equal partners are equal partners are equal partners are equal partners. Group work to discuss, read, and write about situations and provocative issues examined from personal and collective perspective. Environment should convey respect,
be accessible, and facilitate collaborative group work. Emphasis on authentic tasks, doing rather than learning about. Students are involved in program management and instruction. Learners view of self gradually but steadily improves. Increased competence in basic skills. Affective changes observable by teacher. N/A Stefl-Mabry (1998) Not
reported Developmental reading class Not reported To get students to read more Multicultural text and requirement to read NY Students developed individualized styles of Adult Literacy Instruction." National Research Council. 2012. Improving
Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. x
                                                                                                                                                                                                                                                                    (reading, research and writing). Cyberjournal to relate readings to own life/culture. Student recommended websites, which led to increased critical
                                                                                                                                                                      Stoehr (2005) Not reported Male offenders Received 6-month remission on sentence if they complete 10-week course. Keeping repeat offenders out of jail. Reflection on plight as social outcasts, respect the voice of others as
thinking. Increased attendance/instructional time. Comprehensions scores improved more than in traditional class.
well as their own. To think better of himself. Read provocative text to their lives. Essays are typed and shared. Recidivism rates are half the average; students find their voice. N/A Street (2005) Case study Community college developmental
writing Most reluctant writer Not reported Students write about topics of interest, student centered. Instructor wrote with and modeled what it is to be a writer/sharing himself with students helped build trust. Most of class time spent writing and revising, workshop environment, provide informal one-on-one feedback as writing occurs, specific to
what writers needs. Social acts of writing like peer review, collaborative writing, public sharing, etc. Students began writing with greater interest and skill; began to identify as writers, empowering to write about self, increased confidence. N/A Taylor (2000) Interviews Workplace literacy 11 purposefully selected programs Transfer of learning Link
content to real examples in learner's work or home life, new terms and phrases introduced in familiar situation. Base programs on needs and goals of trainee. Implement and practice new skills; use it or lose it. Need to collaboratively plan program N/A N/A Page 469 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed
Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. ×
                                                                      Taylor, Abasi, Pinsent-Johnson, and Evans (2007) Interpretive multicase study. Participant observations, interviews with learners, instructors; classroom artifacts, field notes. Not reported 4 providers Not reported Collaborative learning activities to
support development of community of practices. Established by instructor, tasks, and groupings. Embed learning in real-world examples. Select problem situation to solve/work on, use real-life materials and activities. In small groups, learners come to know each other. Student role gradually shifts to take on more responsibility, more independence.
and autonomy. Grouping—purposeful pairing and grouping. Respectful and trusting environment. Knowledge of student backgrounds and needs. Facilitator and orchestrator, social learning practices, teamwork, cognitive apprenticeships. Learning connected to life, overcome prior negative experiences with learning. Shift from dependence to
independence, self-monitoring. Sense of autonomy leads to students managing their own learning, and tapping into wider range of resources to achieve goal. Collaborative learning contributes to more positive outlook for themselves, increased confidence, improved self-esteem. Can cause reevaluation of past learning
experiences and a belief that there is a better chance of success. N/A Taylor and McAtee (2003) Not reported Prison Older, incarcerated struggling reading thus improving reading skills. Create a psychologically and academically safe environment, providence, and positive attitude toward reading thus improving reading skills.
choices, focus on clear and achievable goals. Students select, practice, and record children's audio books to be used in local schools used the tapes. Mean growth in 1 year was 2.6 but as much Making the
recordings gives real reason to practice, receive feedback, and take explicit instruction. Page 470 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction.
                                                                                                                                                       be fluent and expressive. Once comfort level has been achieved, teacher can teach comprehension strategies, vocabulary, phonics. as 3-4 years. Increased self-confidence. Anecdotal reports—working toward and receiving parole, using
children's books to connect to own children, better letter writing to spouses. Recidivism rate of about 13 vs 43% nationally.
                                                                                                                                                                                 Terry (2006) Official documents, personal documents, one-on-one interviews Community-based literacy program 2 programs; 37 learners, 13 staff, 7 friends/relatives, 2 voluntary board members, 8 referral agents, 3
funding agents Not reported Self-directed learner—giving learners choices over what, how, and when to learn. Self-selection of subject areas, assignment topics, learning pace, and attendance schedules. Choice leads to relevance. The program fits the learner, instead of the opposite. Self-direction mediated by gentle "other direction" to help students
meet goals and with regard to assessed skills. N/A N/A Tett and Maclachlan (2008) Mixed-method Interviews Not reported 613 adult learners; 64% interviewed 1 year later. 50% of these selected randomly to be focus of analysis. Not reported One-to-one structure reinforces the idea of hiding, keeping a secret; image of self is not challenged or
reconstructed. Group learning capitalizes on social learning and formation of community of practice. Group work predicated on democratic relationship, power sharing. Students felt more confident to speak up. Generally what change was marked was individualized and without critical consciousness. Personal not connected to political or collective.
Structures and power relationships in most programs militate against individual and social change. Learners begin to recognize their personal worth, power, and potential impact on the wider world only when diversity of literacies and learning are encouraged, acted on, and listened to. Page 471 Share Cite Suggested Citation: "Appendix D: Search
Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2019. Semi-structured survey TAN programs 165 adults receiving TANF $ Linking literacy skills and Research Council.
and computer skills/Internet access to enhance commitment to program, maximize learning gains. Obtain steady employment at living wage. Address literacy-related barriers to employment. Computer labs with teaching coaches. 6-week orientation
onsite of programs and how to keep in contact, program expectations, and distance learning. After successful complete distance assignments. Instructors use email to guide, assign personalized weekly homework, provide feedback.
Instructor and job developer work together. Expected to do PLATO 5 hours/week. Increased autonomy, more informed consumers on the Internet, empowered, motivated, and self-directed. Having own computer and control over it was important in sustaining interest. Toso et al. (2009) Participatory research (graduate students, staff, and parents)
Scrapbook pages and videotape of PAC activities. Parent interviews or journal entries. Observations Family literacy Not reported Parent leadership influence parents and the program; increase investment in program, and build capacities that can be transferred to personal, educational, and social realms. Parent advisory council meets monthly during
class time, organizes activities. Exercised voice, shaped program, planned events and activities more regularly and completed to study, materials to use, revised a program document and policies that were more regularly and completed
more pretests and posttests. Students lobbied for Evenstart funding. Changed curriculum, attendance, and program standards; better understanding of program requirements and Reviewed Studies of Adult Literacy Instruction." National Research
Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. ×
                                                                                                                                                                                                                                                                                                                      engagement. More comfortable engaging in children's school-based activities, enhanced self-esteem and sense
of self-worth, increased sense of control. More collaborative, less dependent, more able to help each other. More problem-solving and compromise. More active in community activities. Increased personal and academic investment and achievement.
Multiskilled and adaptable, able to participate in efforts to improve efficiency, productivity, quality and safety; improved communication. Integrate language and literacy with other workplace training. Collaborative steering committee of diverse stakeholders. Educators immersed in worksite to learn discourse and build curriculum. Peer-group
support, active, experiential, enquiry-based learning. Learned dominant discourses of the workplace, gained knew knowledge and ways of operating in workplace, more comprehensive understanding of site. N/A Weibel (1994) Not reported Workplace, more comprehensive understanding of site. N/A Weibel (1994) Not reported Workplace, more comprehensive understanding of site.
vocabulary development, writing and revision, skill building. Hones critical thinking. High-quality writing is more motivating to read and encourage more reading. Weiner (2005) Not reported Not report
Schools-common denominator was respect, shared knowledge, and social-political project that is of consequence to N/A Critique of Kruidenier's Research-Based Principles for Adult Basic Education Reading Instruction on the grounds that it excludes aspects of development and practices that have Page 473 Share Cite Suggested Citation: "Appendix Discovery Common denominator was respect, shared knowledge, and social-political project that is of consequence to N/A Critique of Kruidenier's Research-Based Principles for Adult Basic Education Reading Instruction on the grounds that it excludes aspects of development and practices that have Page 473 Share Cite Suggested Citation: "Appendix Discovery Common denominator was respect, shared knowledge, and social-political project that is of consequence to N/A Critique of Kruidenier's Research-Based Principles for Adult Basic Education Reading Instruction on the grounds that it excludes aspects of development and practices that have Page 473 Share Cite Suggested Citation: "Appendix Discovery Cite Suggested Citation Reading Instruction Reading Instruction
Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. ×
 Women's literacy class in rural El Salvador—significant time and effort put into really getting to know the community and other aspects of the context and then using this knowledge to inform practice. Examples illustrate the pedagogical possibilities of blending principles and insights on critical theory with the practices of critical literacy and whole
                              been found to be vital to literacy development in adults. TF: Critical-feminist-postmodern; social theories of language; relational epistemology Willans and Seary (2007) Individual and group interviews every 3 weeks through semesters Transitions to college program 9 students in class of 25 Not reported Focus on understanding
self as learner and others in the world. Transformation of self-image TF: adult learning theory, transformations to college 9 students Not reported Draws on past learning experiences while also trying to open up new possibilities for
knowledge and self-discovery. Learning experiences center on understanding the self and self as learner in relationship to the wider world. The focus is on both academic essay) and personal outlook (critical reflection). Transformation from too stupid, too scared, too old, too hard, to a "can do" view. From narrow,
distorted view of self as learner to a more mature and healthy perspective. They cast off the chains that have stifled learning and growth. TF: Adult learning theory that celebrates strengths and prior experiences. Transformative learning Page 474 Share Cite Suggested Citation: "Appendix Distorted assumptions that have stifled learning and growth."
Search Procedures and Reviewed Studies of Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research Council. 2012. Improving Adult Literacy Instruction.
(2008) TR Community-based program Not reported Broaden reading and speaking vocabularies and involve learners in real-life activities. Delivers instruction in specific expertise. This is supplement to regular literacy instruction. Uses reading and writing to
 increase knowledge about a specific bit of information/content (emphasis on connection to community); learner-centered, hands-on, interactive, project-based. Real-life activities e learners in practice building worldly knowledge. Has encouraged leaden development and connection to community); learner-centered, hands-on, interactive, project-based. Real-life activities e learners in practice building worldly knowledge.
students had highe percentage of goals attained, instruction hours, changes in g level scores on TA Students practice ri and writing more le to increased abilities Page 475 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction in the council in the council instruction in the council instruction in the council instruction in the council instruction.
Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. × SECTION 4. ACADEMICALLY UNDERPREPARED COLLEGE STUDENTS: EFFECTIVENESS AND DESCRIPTIVE STUDIES OF LITERACY INSTRUCTION Literature was identified using electronic databases, the Cited Reference
reading, remedial writing, literacy, academic skills, reading instruction, reading comprehension, writing instruction, college, community college, 2-year college, higher education, young adults, college students, best practices,
intervention, learning disabilities, reading disabilities, reading disabilities, dyslexia, English language learners, English speaking, En
last 6 months of report preparation, including the Journal of College Reading and Learning, Community College Review, Community College Journal, Teaching English in the Two-Year College, Reading and Writing, Reading Research Quarterly, and the Journal
of Learning Disabilities. Literature considered for this review consisted of peer-reviewed journal articles and technical reports from known agencies. To be selected, participants in the study had to be students with reading or writing skills below the college level who were enrolled in higher education programs leading to degrees or career and
technical certificates. For the questions on instruction, the study had to report quantitative information on the teaching of reading and/or writing instruction. Beyond the scope of this review were studies with individuals who were
diagnosed as having a learning disability but were higher skilled and enrolled in college-level courses (Cirino et al., 2005; Coleman et al., 2005; Coleman et al., 2008; Harrison, Larochette, and Nichols, 2007; Mull, Sitlington, and Alper, 2001; Sparks, Philips, and Javorsky, 2003), as well as research with students in college-based adult literacy programs
for students who had not completed secondary education. If participants' English language proficiency was not mentioned, or if participants were not described as English language learners. Studies with Generation 1.5 students were included with those on
English language learners. Studies with students in non-English speaking countries who were learning English as a foreign language (e.g., Hayati and Shariatifar, 2009) were not included. For quantitative studies to be included, they had to report pre-post gain on reading or writing measures and use a control or comparison group. Descriptive studies
were included if they provided either quantitative or qualitative information on instructional approaches and did not describe outcomes, or they provided only commentary
or instructional guidelines (e.g., Elder and Richard, 2002; Grubb and Cox, 2005; Juchniewicz, 2007). Descriptions of professional development to prepare instructional practices and the outcomes. Quantitative studies that
reported outcomes but did not have a control or comparison group were treated as descriptive studies. Page 476 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction: Options for Practice and Research. Washington
DC: The National Academies Press. doi: 10.17226/13242. × SECTION 4. Academically Underprepared College Students: Effectiveness and Descriptive Studies of Literacy Instruction
                                                                                                                                                                                                                                                           A. Effectiveness Studies of Literacy Instruction Reference Theoretical Framework Instructional Goals Practice and Skill Emphasis Participants Research
Design/ Method Measures Findings Caverly et al. (2004), Strategy development Teach reading comprehension strategy with focus on understanding of task requirements; aim to increase flexibility, self-regulation and self-efficacy. Strategy development Teach reading, PLAN mnemonic: Preplan, list, activate, and evaluate; use text from history course; teacher
models and provides guided practice. Treatment N = 56, comparison N = 43, 4-yr Quasi-experimental. Treatment group took developmental education. ACT reading test, grade in reading-intensive course (history or psychology) Statistically
significant differences on both outcome measures: developed strategy group higher. ES for reading test d= 0.5. Note confound (comparison group no development Teach reading comprehension via written summarization strategy based on hierarchical structure of text (van Dijk and
Kintsch, 1983). Teacher models and provides guided and independent practice in steps: preview, think, read passage, use strategy: find repetitions, use ideas repeated the most. Generalization strategy: find general ideas that sum up specific ideas. N = 147
developmental writing, 4-yr. Experimental. Random assignment to 3 conditions: argument repetition, content inclusion, sentence transformation, and overall summarization. Overall summarization, content inclusion, and overall summarization.
content exclusion better in experimental than control group. Better thesis statements in generalization conditions. Page 477 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult
Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research. Washington, DC: The Nationa
(Palincsar and Brown, 1984) compared to cooperative learning supplement. N = 50 developmental reading (N = 25 in each condition), cc Quasi-experimental. 2 classrooms, assigned to either reciprocal teaching or cooperative group supplement condition.
students to make connections among levels of information: graphophonic, phonemic,lovi "Communicative Reading Strategies:" individualized tutoring in conjunction with content course (biology). Tutor provides background knowledge and models reading complex sentences. Corrective oral reading for fluency and comprehension. Tutor discusses
graphophonic, etc. knowledge with student. When student comprehends literal text, N = 8 with low reading scores, enrolled in college-level biology course, 4-yr. low scores suggested Citation: "Appendix D: Search Procedures
and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction.
attends clustered English, content course, and orientation course (78% of English courses were developmental; developmental and college English not disaggregated). First time, fulltime freshmen. Intervention N = 195, control N = 195, control N = 195, control N = 196, control N = 196, control N = 197, control N = 198, control N 
and speech topics assigned in freshman orientation. Strategies to locate main idea, generate questions, clarify information, predict (specific strategy not described). Treatment: N = 86 concurrent enrolled in orientation Page 479 Share Cite Suggested Citation: "Appendix D: Search
Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Academies Press. doi: 10.17226/13242. ×
                                                                                                                                                                                                                                                                                                                                        B. Descriptive Studies of Literacy Instruction Reference Theoretical Framework Instructional
Goals Practice and Skill Emphasis Participants Dependent Variai Artis (2008) Strategy instruction Improve reading comprehension, Metacognition. Self-directed learning and long-term retention of information. SQ3R: Survey, Question, Read, Recite, Review (Robinson, 1946) to read content textbooks Marketing students, college-credit course, 4-yr N/A
Baker et al. (2009) Meaning making, learning community Contextualize reading and writing instruction in meaningful content. Two approaches described: (1) Incorporate community issues and activities in students' volunteer placements (2) Learn community
pairing English instruction and college success courses; theme is African American culture, literature, and experience. English course counts towards associate but not 4-yr degree. English courses; theme is African American culture, literature, and experience. English courses in both examples combine reading and writing. Low-skilled students in developmental and credit English courses, cc N/A. NOTE: Examples combine reading and writing.
on contextu in content areas; did not practices or strategies. Boroch et al. (2007) Sociocultural, meaning making, strategy development Improve reading instruction using subject-matter text; emphasis on metacognitive
strategies. Developmental English students, cc and 4 yr N/A. NOTE: Example cc instructional methods fa Burgess (2009) Meaning making Supplement classroom learning with synchronous and asynchronous online discussion and Inferential and critical reading comprehension skills. Online discussion and Inferential and critical reading supplement classroom learning with synchronous online discussion and Inferential and critical reading supplement classroom learning with synchronous online discussion and Inferential and critical reading supplement classroom learning with synchronous online discussion and Inferential and critical reading supplement classroom learning with synchronous online discussion and Inferential and critical reading supplement classroom learning with synchronous online discussion and Inferential and critical reading supplement classroom learning with synchronous online discussion and Inferential and critical reading supplement classroom learning synchronous online discussion and Inferential and Critical reading synchronous online discussion and Inferential and Critical reading synchronous online discussion and Inferential and Inferential
(short stories and essays on contemporary culture). Students "contemplate collaboratively and critically analyze course material and discussion topics" (p. 15). N = 28 students in one section of developmental reading, cc Quantitative: teacher-ma board assessment; tradi (multiple-choice, short a district assessment, give interviews; journal entrie
survey, content of online coded for comprehension Improvement shown. Page 480 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studies of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction.
                                                                                                                                                                                   Butler et al. (2000) Strategy instruction and meaning making Improve self-regulation of literacy tasks, focusing on metacognition and self-management for LD students. Strategic Content Learning program and
individualized tutoring using assignments from current CTE courses (Early Childhood Ed., Special Ed. Assistant). Develop goals, analyze reading and writing strategies. While also receiving strategy training, "students construct idiosyncratic understandings about learning based on
experience" (p. 198). N = 2 participants with LD enrolled in career certificate programs, cc Quantitative: (1) Writing samples scored pre and post on 5-point scale, DVs: thematic salience, organization, idea flow, and clarity. (2) Metacognitive questionnaire and strategy interview, DVs: task description, strategy, description, strategy focus, self-
monitoring. Self-rating on self-efficacy. Improvement shown. Good (2000) Meaning making Teach study skills, reading and writing for academic courses. Discussion, reading and writing about narrative and expository text; reader response framework (Rosenblatt, 1991); wrote reflections and increasing complex essays. Individual and small group
instruction, modified based on data collected over time. N = 6 developmental reading students (5 were college athletes), 4-yr Quantitative: Stanford Test of Academic Skills, and ratings on essays and reading responses using products in a portfolio. Single subject design. Graphs of students' progress show literacy growth over time except for one
student who showed ceiling effect. Goode (2000) Meaning making Improve reading and writing skills. CONCUR program: Contextual Curriculum, combines reading and writing. Anchors instruction in meaningful context, uses "reading workshop" model (Attwell, 1987). Students choose topics, read whole books. Activities include silent reading, book
talks, vocabulary sharing, instruction in and immediate application of critical reading strategies, literature circles. Work results in publishing for class. Developmental reading and writing students, cc N/A Reynolds and Bruch (2002) Meaning making, critical sociocultural Improve writing skills. Focus on social aspects of writing; students write for
authentic purposes. Writing instruction: academic essays analyzing information and stating opinions based on reading text on high interest topics; also write reflection logs, e.g., list steps taken to complete assignment. Example of assignment estating opinions based on reading text on high interest topics; also write reflection logs, e.g., list steps taken to complete assignment.
gaining participatory power" (p. 14). First-level developmental writing students, 4 yr. 4-question post survey on perceptions of the course should emphasize "correctness." Page 481 Share Cite Suggested Citation: "Appendix D: Search Procedures and Reviewed Studie
of Adult Literacy Instruction." National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research. Washington, DC: The National Research Council. 2012. Improving Adult Literacy Instruction: Options for Practice and Research.
ideological, political and pedagogical dimensions of literacy practice. Reading material are brief newspaper and magazine articles on pressing issues. Classes conducted as dialogical seminars, emphasis on class discussion, e.g., of official culture and unofficial culture (racism) of university. Academically underprepared migrant and seasonal farm
                                                                                                                                  C. Effectiveness Studies of Literacy Instruction with English Language Learners Reference Theoretical Framework Instructional Goals Practice and Skill Emphasis Participants Research Design/ Method Me Rochford (2003), Expt. 1 Meaning making
Infuse test preparation with awareness of personal learning style relating to environmental, emotional, sociological one-session workshop to prepare students for high-stakes writing test. Experimental condition used materials based on pre-assessed learning styles (self-structured vs. need external structure); visual, auditory,
kinesthetic learners. Active learning used throughout. Control: traditional "talk and chalk" test preparation. Treatment (learning styles), N = 56. Comparison, N = 53 (traditional instruction). All had completed ESL courses, Quasi-experimental. Two conditions, groups taught by same instructor at different time points ACT \ Test Page 482 Share Cite
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English Language Learners Reference Theoretical Framework Instructional Goals Practice and Skill Emphasis Participants, Setting Dependent Variables and Findings Bosher (1992) Meaning making Teach reading writing based on cultural
knowledge to build confidence, emphasis on writing process; Course 2: reading and writing integrated, bridge from personal to academic writing, comprehension and reaction to text; Course 3: content literacy and research. Generation 1.5, orientation program, 4 yr. N/A Goldschmidt (2003) Discrete skills Improve host of skills including reading and
writing. College-orientation course: instruction in time management, following directions, understanding assignments, and instruction in math, grammar, and writing skills. Course is "designed by students" (p. 16). Skills taught by instructors and peer tutors. Generation 1.5, college-orientation course, 4 yr Retention in college, GPA.
Positive findings for orientation vs non-orientation vs non-orientation reading log. "Formal instruction:" students taught to write personal narratives, expository-persuasive, and
compare-contrast essays based on text, using a prescribed structure. Students in ESL reading course, cc. Two classrooms received informal and two other classrooms received formal instruction, cc. Informal end-of-semester reading measures. Essay- writing showed better outcomes than the reading log condition, no statistical comparisons. Tai and
Rochford (2007) Learning community Simultaneously improve English language, reading, and writing skills. Learning-community cluster comprises ESL, developmental writing course. Focus on spoken and writing skills. Learning-community cluster comprises ESL, developmental writing course.
activities to build background knowledge, distinguish fact from opinion, comprehend abstract concepts, identify contrasting points of view, and document analysis, to prepare to write essay. Developmental reading and writing/ELLs, cc Rates of passing course and placement test. Two-thirds of participants passed both. NOTE: Acronyms: cc =
community college; 4 yr = 4-year college; ELLs = English language learners; ESL = English language 
Washington, DC: The National Academies Press. doi: 10.17226/13242. × SECTION 5. REFERENCES 1. Adult Basic and Secondary Education: Effectiveness Studies of Literacy Instruction Alamprese, J.A. (2009). Developing learners' reading skills in adult basic education programs. In S. Reder and J. Bynner (Eds.), Tracking adult literacy and numeracy
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