

EFF and Related Literature

Bransford, J.D., Brown, A.L., Cocking, R.R. (Eds.). (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

This book provides an in-depth presentation of the cognitive science research in building expertise that informed EFF's approach to teaching, learning, and assessment.

Equipped for the Future Portal <http://eff.cls.utk.edu>

This site acts as a portal for all things EFF. Access information about the standards, role maps, and purposes, as well as sites related to assessment and the Work Readiness Credential. Also included are links to student handouts, publications, and ordering information (for posters).

EFF Hot Topics Newsletter (Spring, 2001). http://eff.cls.utk.edu/products_services/online_publications.htm .

This issue addresses using the EFF Framework for goal-setting.

EFF Research-to-Practice Notes

1 - A Purposeful and Transparent Approach to Teaching and Learning

<http://eff.cls.utk.edu/PDF/01research-practice.pdf>

2 - An Approach to Teaching and Learning That Builds Expertise

<http://eff.cls.utk.edu/PDF/02research-practice.pdf>

3 - A Contextualized Approach to Teaching and Learning <http://eff.cls.utk.edu/PDF/03research-practice.pdf>

These 6-page publications provide research background and examples of classroom application of key EFF program practices.

EFF Tool Kit <http://cls.coe.utk.edu/efftlc/>

The EFF Toolkit website provides classroom examples of the EFF Teaching and Learning Cycle in action, with concrete and downloadable instructional supports.

Jacobson, E., Degener, S., and Purcell-Gates, V. (2003). *Creating authentic materials and activities for the adult literacy classroom* Boston, MA: National Center for the Study of Adult Learning and Literacy.

<http://www.ncsall.net/index.php?id=25> .

Based on the findings of NCSALL's Literacy Practices of Adult Learners study, this book is an introduction to providing literacy instruction based upon the literacy needs and interests learners have outside of the classroom. Although it is not based on EFF, the approaches mentioned in the resource are compatible with EFF's contextualized approach to skill instruction.

National Work Readiness Credential <http://www.workreadiness.com/>

The National Work Readiness Credential is a certification of work readiness for entry-level work as defined by employers. It is the first national, standards-based assessment for entry-level workers to provide a universal, transferable, national standard for work readiness. Based upon the Equipped for the Future Content Standards, the profile developed for the Credential is being used by other initiatives (e.g., Junior Achievement) to inform their own work.

Stein, S. (2000). *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century*. Washington, DC: National Institute for Literacy.

http://eff.cls.utk.edu/products_services/online_publications.htm

This is a PDF version of the “blue book” used in the EFF trainings to introduce participants to the history and vision of Equipped for the Future.

Program Improvement

An EFF Handbook for Program Improvement: Using the Equipped for the Future Approach to Quality

http://pli.cls.utk.edu/PDF/EFF_Program_Improvement5.pdf.

This handbook is designed to help organizations that provide adult education improve their program quality. The handbook identifies four phases of program improvement and includes tools and other resources to support the process.

Bingman, B. and Stein, S. (2001). *Results that matter: An approach to program quality using Equipped for the Future*. Washington, DC: National Institute for Literacy.

http://www.nifl.gov/lincs/collections/eff/results_that_matter.pdf.

This short publication describes the Program Practices that guide EFF teaching and learning and includes examples of how these look in a program.

Lessons Using EFF-Based Standards

Eureka! Standards-Based Lesson Plans <http://literacy.kent.edu/eureka/lessonplans/index.html>

Ohio has adopted EFF-based standards and has created an electronic warehouse of lesson plans related to these standards.

Oregon Reading Initiative <http://oregonstate.edu/education/wcccd/heron.html>

This site hosts unit plans using the Read With Understanding Standard. Included in the plans are 1) the RWU standard, 2) the Teaching & Learning Objectives, and fully-developed daily lesson plans.

Maine Department of Education Adult Education, Standards-Based Curriculum

<http://www.maine.gov/education/aded/dev/curriculum/curriculum.htm>

- This site offers two curricula for High School Diploma and College Transitions courses. Each curriculum is aligned to address the state standards and the Equipped for the Future Standards. The two curricula are:
 - ⇒ [A Thematic Approach to Teaching Reading Strategies \(A Curriculum for EFL 5 Adult Learners\)](#)
 - ⇒ [Preparing for College and Workplace Writing \(A Curriculum for EFL 6 Adult Learners\)](#)

Reading Instruction

General

Assessment Strategies and Reading Profiles (ARCS study): <http://www.nifl.gov/readingprofiles>

This website is based on the ARCS, a study that assessed the reading of 955 adult learners. Researchers tested participants individually on eleven skills (components) that contribute to reading ability. A list of scores for each learner became that individual's reading profile, illustrating his or her strengths and instructional needs. The site offers information about key components of reading instruction, an assessment bank, and a mechanism for inserting a student's diagnostic scores for reading to obtain recommendations for how to approach reading instruction for that student.

EFF Hot Topics, Fall 2003.

This issue of *Hot Topics* focuses on the Read with Understanding standard and research-based instructional practices. Features from the EFF Reading Project include use of the Teaching and Learning Cycle to plan reading instruction, suggestions for using the RWU Diary and Guide to reflect on students' reading, and samples of learning activities constructed by the Project's ten pilot programs. Other features include applications of reading instruction for ESL learners and an RWU assessment prototype.

Focus on Basics: Reading (Volume 2, Issue A): <http://www.ncsall.net/index.php?id=167>

Focus on Basics is a publication developed by the National Center for Adult Literacy and Learning to link research and practice in adult education and literacy. This issue focuses on reading.

Kruidenier, John (2002). *Research-based principles for adult basic education reading instruction*. Washington, DC: The Partnership for Reading, National Institute for Literacy.

http://www.nifl.gov/partnershipforreading/publications/html/adult_ed/adult_ed_1.html

McShane, S. (2005). *Applying research in reading instruction for adults: First steps for teachers*.

Washington, DC: Partnership for Reading. Retrieved September 6, 2007, from

<http://www.nifl.gov/partnershipforreading/publications/mcshane/index.html>

National Reading Panel (2000a). *Teaching children to read: An evidence-based assessment of scientific research literature on reading and its implications for reading instruction* (Report of the subgroups). Washington, DC: National Institute of Child Health and Human Development. www.nationalreadingpanel.org

Pressley, M. (2002). *Reading instruction that works*, 2nd Ed. New York: The Guilford Press.

Purcell-Gates, V., Jacobson, E., & Degener, S (2004). *Print literacy development: Uniting cognitive and social practice theories*. Cambridge, MA: Harvard University Press.

Purcell-Gates, V. Degener, S.C. and Jacobson, E., and Soler, M. (2001). Taking literacy skills home. *Focus on Basics*, 4(D).

Snow, C.E. (2002) *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: Rand.

Spear-Swerling, L. & Sternberg, R.J. (1998). *Off track: When poor readers become "learning disabled."*

Boulder, CO: Westview Press. ISBN: 0-8133-8757-4

Strucker, J. (1997). What silent reading tests alone can't tell you. *Focus on the Basics*, 1, pp. 13-17.
<http://www.ncsall.net/?id=456>

ESL

August, D. & Shanahan, T., Eds. (2006). *Developing literacy in Second-Language Learners: Report of the National Literacy Panel on language-minority children and youth*. Mahwah, NJ: Lawrence Erlbaum Associates <http://www.cal.org/research>.

Burt, M., Peyton, J.K., and Adams, R. (2003). *Reading and adult English language learners: A review of the research*. Washington, DC: National Center for ESL Literacy Education, Center for Applied Linguistics.
http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED482785&ERICExtSearch_SearchType_0=no&accno=ED482785.

Burt, M., Peyton, J.K., & Duzer, C.V. (2005). How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction? Center for Adult English Language Acquisition
http://www.cal.org/caela/esl_resources/briefs/readingdif.html

Condelli, L. (2006). *Effective instruction for adult ESL literacy students: Findings from the What Works Study*. Washington, DC: American Institutes for Research. www.nrdc.org.uk/uploads/documents/doc_54.pdf

Wrigley, H.S. (2003). A conversation with FOB: what works for adult ESL students. *Focus on Basics*, Vol. 6(C). <http://www.ncsall.net/?id=189>

Alphabetics

Gunning, T.G. (2001). *Building words: A resource manual for teaching word analysis and spelling strategies*. Boston, MA: Allyn and Bacon. ISBN: 0-205-30922-4

The focus of this resource is on teaching children in the primary grades. It does provide an interesting set of assessments that can be adapted for use with adults.

Johnson, K., & Bayrd, P. *Megawords: Multisyllabic words for reading, spelling and vocabulary*. Cambridge, MA: EPS.

Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Columbus, OH: Merrill Prentice Hall.

Blevins, W. (2001). *Teaching phonics and word study in the intermediate grades*. New York: Scholastic.

Vocabulary

Curtis, M.E. (2006). The role of vocabulary in adult basic education. In Comings, J., Garner B., & Smith, C. (Eds.), *Annual Review of Adult Literacy and Learning: Vol. 6* (pp. 43-69). Mahwah, NJ: Erlbaum. Retrieved September 6, 2007, from http://www.ncsall.net/fileadmin/resources/ann_rev/comings_ch3.pdf

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.

Townsend Press Vocabulary Series
<http://www.townsendpress.com>

Wordly Wise 3000 Series
<http://www.epsbooks.com>

Fluency

Blevins, W., & Lynch, J. (2002). *Building fluency: Lessons and strategies for reading success*. New York: Scholastic.

Opitz, M.F. & Rasinski, T.V. (1998). *Good-bye round robin*. Portsmouth, NH: Heinemann.

Rasinski, T.V. (2003). *The fluent reader*. New York: Scholastic.

Comprehension

Campbell, P. (2004). *Teaching reading to adults: A balanced approach*. Edmonton, AB: Grassroots Press.

Hoyt, L. (1999). *Revisit, reflect, and retell: Strategies for improving reading comprehension*. Portsmouth, NH: Heinemann. ISBN: 0-325-00071-9

Tovani, C. (2000). *I read it, but I don't get it*. Portland, ME: Stenhouse.

On-line (and free!) Assessments

Sylvia Greene Word Analysis Inventory: http://www.nifl.gov/readingprofiles/SG_All_Docs.pdf

Word Meaning Test (Vocabulary): http://www.nifl.gov/readingprofiles/WMT_All_Docs.pdf

Finding Authentic Materials for Low-Level Readers

Eureka! AGORA Tradebooks <http://literacy.kent.edu/eureka/tradebooks/index.html>

This site is managed by the Ohio Literacy Resource Center and includes information about children and young adult literature suitable for adult learners. The database can be searched by both academic content area (e.g., science, math) and life-based categories (e.g., family, photography),

First Find <http://www.firstfind.info>

A service of the Westchester and Brooklyn Public Libraries, First Find is a collection of web sites that are accessible to adult learners.

Grass Roots Press <http://www.literacyservices.com>

Grass Roots Press, a division of Literacy Services of Canada, Ltd., publishes literacy resources in adult literacy, family literacy, and workplace literacy. Their catalog includes low-level/high-interest texts on adult themes.

New Readers Press <http://www.newreaderspress.com>

New Readers Press is operated by ProLiteracy Worldwide and offers a wide range of materials for adults and teenagers in ESL, GED, ABE, and volunteer tutoring programs

Peppercorn Books and Press, Inc. <http://www.peppercornbooks.com/>

Peppercorn is a publisher and distributor of adult literacy materials from several countries. Their materials reflect learner-centered, participatory practice and research in adult education

Reading Skills for Today's Adults. http://www.marshalladulthoodeducation.org/reading_skills_home.htm

(from the website) This [site] was designed to create leveled reading selections that are appropriate for and valued by adult learners. These materials, combined with the research-proven strategies of repeated reading and guided oral reading, aid in building learners' fluency and comprehension skills....This project helps adults become better readers and more informed consumers, parents, employees, citizens and community members. The focus of these reading selections will be on topics such as: Civics, Employment, Housing, Health, School, Money, and Government.

NCSALL Teaching and Training Materials: <http://www.ncsall.net/index.php?id=25>

- *Understanding What Reading Is All About*
 - *Beyond the GED: Making Conscious Choices about the GED and your Future*
- Lesson plans and reading material related to each of the above topics are provided. T

WE LEARN Resource List of Books, Websites and Other Women-Centered Materials

<http://www.litwomen.org/Resources.html>

This site provides an extensive list of materials around adult-oriented topics, categorized and easily accessible. Many of the materials are in the low-intermediate ABE range.