



# **Literacy Leadership to Support Reading Improvement: Intervention Programs and Balanced Instruction**

*By Mary Kay Moskal EdD, Ayn F. Keneman EdD*

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Packed with vivid examples from actual schools, this book explores specific ways that literacy leaders can partner with teachers to meet all students' instructional needs. It provides a range of research-based strategies for implementing effective instruction in a response-to-intervention framework. It also describes innovative interventions—including schoolwide programs and family and community initiatives—that promote success for struggling readers. Practical ideas are presented for engaging particular populations, such as boys and middle and high school students, and for supporting teachers' professional development. Eight reproducible handouts and forms can be downloaded and printed in a convenient 8 1/2" x 11" size.

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### **Editorial Review**

#### **Review**

"Moskal and Keneman have created a wonderful resource for reading specialists, teachers, and administrators who strive to be the literacy leaders children deserve. The book provides the fundamental knowledge in reading that is necessary to support teachers, plus a range of program models for meeting the needs of diverse readers. Along with practitioners, graduate students in such courses as Literacy Trends and Issues and Administration, Supervision, and Consultation in Literacy will appreciate this text."--Janice McDowell, MSEd, reading specialist, Wayside Elementary School, Ocean Township (New Jersey) School District

"Preparing to be a literacy leader is like taking a long journey to a new place. One wonders, 'What will the terrain be like? What should I pack? Where can I find help if I need it?' Moskal and Keneman have provided a well-organized, practical guide that both seasoned and novice literacy leaders will find helpful. The book presents detailed snapshots of intervention protocols, staff development models, parent involvement programs, and more, drawn from exemplary schools around the country. It offers the support of an 'educational GPS' for an extremely challenging journey."--Connie Obrochta, MEd, Reading Recovery teacher leader, Evanston-Skokie (Illinois) School District 65

"This book fills a gap in literacy instruction with its focus on student populations that are not often addressed. The section on schoolwide contexts--which covers technology, community partnerships, and professional development--is particularly useful. Graduate instructors and students will find the text accessible and practical."--Judith A. Hayn, PhD, Department of Teacher Education, University of Arkansas at Little Rock

"A unique and motivating account of literacy leaders in action. Moskal and Keneman offer a candid, energetic, and passionate look at reading instruction and highlight the work of several literacy leaders who have implemented initiatives that support reading improvement in their K-12 schools. The authors open many classroom doors to reveal how these initiatives are designed and carried out to meet the varied literacy needs of students."--Leslie K. Landreth, MA, Adjunct Instructor, Department of Education and Allied Studies, John Carroll University

#### **About the Author**

Mary Kay Moskal, EdD, is Associate Professor of Reading and Language Arts in the Kalmanovitz School of Education at Saint Mary's College of California in Moraga. She is Co-Director of the Literacy Learning Clinic and a past president of the Organization of Teacher Educators in Reading (OTER), a special interest group of the International Reading Association. Dr. Moskal is coauthor, with Camille Blachowicz, of the book *Partnering for Fluency*.

Ayn F. Keneman, EdD, is Associate Professor of Elementary and Middle Level Education in the National College of Education at National-Louis University in Chicago. She teaches reading and language courses for

the Academy of Urban School Leadership, a partnership with the Chicago Public Schools and National-Louis. Dr. Keneman is a past president of the Illinois Young Authors' Conference.

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