

Contents

List of Figures	viii
List of Tables	ix
Acknowledgements	xi
Preface	xiii
Introduction	xv
I Characteristics of Adolescent Struggling Readers	1
<i>Christine Garbe, Karl Holle, Swantje Weinhold, Alexa Meyer-Hamme, Anika Barton</i>	
1 Adolescent Struggling Readers in European Countries (According to PISA)	3
1.1 The PISA Reading-Competence Model	3
1.2 Low Performance in Reading Literacy	7
2 Risk Factors for Low Achievement in Reading Literacy	15
2.1 The Gender Gap	16
2.2 Families' Social Status	20
2.3 Immigration Status	21
3 Towards a Better Understanding of the Phenomenon of "Adolescent Struggling Readers"	25
3.1 An Attempt to Systematise: Characteristics of Competent and Struggling Readers	26
3.2 Building up Self-Efficacy and a Stable Self-Concept as a Reader .	27
3.3 Reading Acquisition Tasks – a Development Model	31
II The ADORE Project	45
<i>Christine Garbe, Karl Holle, Alexa Meyer-Hamme, Swantje Weinhold</i>	
4 The Objectives, Work Plan and Research Design	47
5 The ADORE Research Tools	59

III Key Elements of Good Practice	65
<i>Christine Garbe, Martin Gross, Karl Holle, Swantje Weinhold</i>	
6 General Conditions for Good Practice	67
6.1 The ADORE Flower Model: Dimensions of Good Practice	67
6.2 The ADORE Reading Instruction Cycle: An Approach for Supportive Instruction	69
7 Key Elements for Changing Classroom Practice	75
Key Element No. 1: Designing a Supportive Teacher-Student and Student-Student Interaction	75
<i>Dorothee Gaile</i>	
Key Element No. 2: Applying Diagnostic Forms of Assessment	84
<i>Karl Holle</i>	
Key Element No. 3: Involving Students in Planning the Learning Process	94
<i>Patricia Schillings</i>	
Key Element No. 4: Choosing Engaging Reading Materials	102
<i>Sari Sulkunen/Inga Arffman</i>	
Key Element No. 5: Involving Students in Texts	114
<i>Patricia Schillings/Catherine Gabelica</i>	
Key Element No. 6: Teaching Cognitive and Meta-Cognitive Reading Strategies	123
<i>János Steklács</i>	
Key Element No. 7: Creating an Inspiring Reading Environment	133
<i>Gerd Kruse/Thomas Sommer</i>	
8 Key Elements at School and Local Levels	143
Key Element No. 8: Teacher Participation and Support by Principals	143
<i>Raluca Stefania Pelin</i>	
Key Element No. 9: Multi-Professional Support	152
<i>Alexa Meyer-Hamme/Swantje Weinhold</i>	
Key Element No. 10: Community Support	161
<i>Dobrosław Bilski/Beata Szczepańska</i>	

Contents	vii
9 Key Elements at National Level	169
Key Element No. 11: Legal and Financial Resources	169
<i>Ragnar Gees Solheim</i>	
Key Element No. 12: Reading Research and Knowledge Transfer . . .	177
<i>Christine Garbe</i>	
Key Element No. 13: Teacher Training and Professional Development .	189
<i>Dorothee Gaile</i>	
10 Additional Key Elements Not Yet to be Observed	205
Key Element No. 14: Media Literacy and Information-Communication- Technology (ICT)	205
<i>Thomas Sommer/Gerd Kruse</i>	
Key Element No. 15: Quality Monitoring and Evaluation	212
<i>Christine Garbe</i>	
Key Element No. 16: National Educational Values and Curricula . . .	218
<i>Christine Garbe</i>	
 IV Conclusions and Comments	 223
<i>Christine Garbe, Karl Holle, Swantje Weinhold</i>	
11 The Most Important Findings of ADORE and Their Consequences	225
12 An External Perspective on the ADORE Project	239
<i>Donna E. Alvermann</i>	
 Appendices	 251
Index of Examples Appearing in the Key Elements of Good Practice	253
Bibliography	255
Biographical Sketches	281