McDougal Littell *Bridges to Literature*

**Success in the Classroom**

*Evaluation Studies*

McDougal Littell
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</table>
Introduction

The *McDougal Littell Bridges to Literature* series is designed to help struggling readers move to grade level material. The series was built on sound reading research and research-based instructional strategies. Direct and explicit instruction develops vocabulary, comprehension, and metacognition and provides clear daily instruction. The accessible, scaffolded selections are supported by on-level skills to help transition students to on-level literature. Flexible assessment tools place students into the appropriate text, and monitor and evaluate their progress from one level to the next. The program consists of three leveled textbooks spanning the following readabilities: Level I, 3rd grade to mid-4th grade; Level II, 4th grade to mid-5th grade; and Level III, 5th grade to mid-6th grade. The program has been used successfully in schools across the country since 2002.

To confirm the success of the *McDougal Littell Bridges to Literature* series, evaluation studies were conducted between October 2004 and April 2005 with 17 teachers from 14 school districts and schools in 9 states that use the series with struggling readers in a variety of programs such as: intervention, after school, special reading classes, etc.

<table>
<thead>
<tr>
<th>California</th>
<th>Florida</th>
<th>Georgia</th>
<th>Illinois</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>North Carolina</td>
<td>Washington</td>
<td>Wisconsin</td>
<td></td>
</tr>
</tbody>
</table>

Teachers were asked to administer the *Reading Placement Test*, which accompanies the *Bridges to Literature* program, as a pretest to determine the reading level of students at the beginning of the study. In April, teachers administered the *Mid-Year Reading Test*, also accompanying the program, as a posttest to determine the progress students made in their reading ability over the six-month evaluation period. In addition, teachers completed a survey on the use of the *Bridges to Literature* program in their classrooms and returned the pre/posttest results.

Demographics
The evaluations represent a mix of geographic locations and socio-economic backgrounds.

**Summary of District Ethnicity**
- Range of Percentage of Caucasian Students 5%-97%
- Range of Percentage of African-American Students 0%-60%
- Range of Percentage of Hispanic Students 1%-94%
- Range of Percentage of Other Students 0%-16%
- Range of Percentage of Students Below the Poverty Level 7%-31%
- Range of Students in Districts = 1,262 to 446,000
Summary of Schools

Ethnicity

- Range of Percentage of Caucasian Students 6%-98%
- Range of Percentage of African-American Students 0%-89%
- Range of Percentage of Hispanic Students 1%-75%
- Range of Percentage of Other Students 0%-15%
- Range of Students in Schools = 330 to 2,688

Geographic Location

- Urban 6 schools
- Suburban 5 schools
- Rural 3 schools

Free and Reduced Lunch Range

- 0 -10% 1 school
- 11% - 25% 2 schools
- 26% - 50% 3 schools
- 51% - 75% 4 schools
- 76% - 100% 2 schools
- Unclassified 2 schools

Socioeconomic Status

- Upper Middle 1 school
- Midscale 2 schools
- Lower Middle 8 schools
- Downscale 2 schools
- Unclassified 1 school

36% of schools have Block Scheduling

Satisfaction Ratings on a 5-point scale:

- Overall 4.6
- Program Elements 4.6
- Program Materials 4.7
- Technology 4.6

Since the students using the *McDougal Littell Bridges to Literature* series make up a small portion of the general school population, disaggregated standardized test scores are not available to track increases in reading comprehension. These evaluations are used to demonstrate the effectiveness of the *McDougal Littell Bridges to Literature* series as it is used in the schools.

The case studies follow.
Bridges to Literature Evaluation Case Studies

California

- **Case Study:** Covina Valley Unified School District
  
  **School:** Las Palmas Middle School  
  Covina, California

**School Year:** 2004-2005

**School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Las Palmas Middle School</td>
<td>18%</td>
<td>7%</td>
<td>67%</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students Taught</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>7th and 8th</td>
<td>34</td>
<td>Level II</td>
<td>7</td>
</tr>
</tbody>
</table>

**Frequency of Class Time:**

Students are in class for 47 minutes, 5 days per week.

**Effective Teaching Methods:**

The teacher used a balanced literacy approach. Each class session began with a vocabulary sponge activity with the words taken from the readings. The teacher alternated between whole group and small group instruction. Every reading assignment included pre-reading (activating prior knowledge), reading (usually silent), and post-reading (writing, discussing, or completing worksheets). Students were required to read for 30 minutes daily and write a two-sentence summary in their reading logs for homework. The logs were turned in weekly to the teacher.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the Reading Placement Test to measure students’ reading ability and placed them in the appropriate Bridges to Literature level based on the test results. As the year progressed, the Mid-Year and End-of-Year Tests were administered from the Power Planning Book, along with “Think It Through Questions” and vocabulary quizzes.

**Techniques and Materials Used with Bridges to Literature:**

The student text was used in small groups based on reading levels. The teacher used the Skillbuilder activities and the audio CD’s for individual listening.
Overall Program Ratings After Using *Bridges to Literature*:

**Overall Teacher Satisfaction:**
4 on a 5-point scale

**Satisfaction with Program Elements:**
- Structural design of the textbook: 4 on a 5-point scale
- Visual appeal: 4 on a 5-point scale
- Pre and post reading questions: 4 on a 5-point scale
- Pretest questions: 4 on a 5-point scale
- Reflect questions: 4 on a 5-point scale
- Focus questions: 4 on a 5-point scale
- Interest level in stories: 4 on a 5-point scale

**Satisfaction with Technology:**
- Audio library CD: 4 on a 5-point scale
- Reading Coach DD-ROM: 3 on a 5-point scale

**Meeting Expectations:**
- Ease of teaching: 3 on a 5-point scale
- Presentation of materials: 3 on a 5-point scale
- Teaching strategies: 4 on a 5-point scale
- Preparation for reading: 3 on a 5-point scale
- Guidance during reading: 3 on a 5-point scale
- Teacher support materials: 3 on a 5-point scale

**Program Strengths:**
- High interest text for struggling readers
- Ability to use three different levels to meet students’ needs

**Findings:**

*Bridges to Literature* provided instructional level reading texts for students and allowed them to practice and develop comprehension skills with a text at their level. The students felt very successful with the *Skillbuilder* activities. They enjoyed reading the text on the computers. They greatly benefited from the glossary, which gave them the definitions in English or Spanish, as well as the Spanish equivalent. Most of the students were second language learners.

Overall, seven students raised their reading levels to grade level.

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td></td>
<td>Number of Students</td>
<td>Reading Level</td>
</tr>
<tr>
<td>Pretest</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>Posttest</td>
<td>15</td>
<td>5.0-5.5</td>
</tr>
</tbody>
</table>

30 students were pretested, 34 students took the posttest.
• **Case Study:** Long Beach Unified School District

  **School:** John Marshall Middle School  
  Long Beach, California

**School Year:** 2004-2005

**School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Marshall Middle School</td>
<td>19%</td>
<td>12%</td>
<td>54%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6th</td>
<td>24</td>
<td>Level I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

Students are on a block schedule attending Language Arts class two periods per week for 55 minutes each period.

**Effective Teaching Methods:**

The teacher used a variety of McDougal Littell materials as follows:

- *The Language of Literature* textbook for class work
- *Interactive Reader* for homework
- *Bridges to Literature, Level I* for class work
- Vocabulary, spelling, and grammar worksheet for practice

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year Test* was administered from the *Power Planning Book*, along with “Think It Through” questions and vocabulary quizzes. Teacher created vocabulary and spelling quizzes that were also administered.

**Techniques and Materials Used with *Bridges to Literature***:

The teacher used the following approaches:

- “Read Alouds”
- Independent Reading
- Pair Reading – “Think It Through” questions as discussion starters
- Teacher modeling
Overall Program Ratings After Using *Bridges to Literature*:

Overall Teacher Satisfaction: 5 on a 5-point scale

Satisfaction with Program Elements:
- Structural design of the textbook: 5 on a 5-point scale
- Visual appeal: 5 on a 5-point scale
- Pre and post reading questions: 5 on a 5-point scale
- Pretest questions: 5 on a 5-point scale
- Reflect questions: 5 on a 5-point scale
- Focus questions: 5 on a 5-point scale
- Interest level in stories: 5 on a 5-point scale

Satisfaction with Program Materials:
- Textbook: 5 on a 5-point scale
- Skillbuilder workbook: 4 on a 5-point scale

Meeting Expectations:
- Ease of teaching: 4 on a 5-point scale
- Presentation of materials: 4 on a 5-point scale
- Teaching strategies: 4 on a 5-point scale
- Preparation for reading: 4 on a 5-point scale
- Guidance during reading: 4 on a 5-point scale
- Teacher support materials: 5 on a 5-point scale

Program Strengths:
- High interest selections
- Easy to use format

Findings:
Students enjoyed the selections and format *Bridges to Literature* provided.

Pretest scores ranged from 3.3 to 5.3 in reading ability with the mean and median reading grade level of 4.3. The posttest scores showed one student reading at grade level (5.7) and nine students reading at Level Two (4.7-5.5).

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Students</td>
</tr>
<tr>
<td>Pretest</td>
<td>16</td>
<td>3.3-4.4</td>
</tr>
<tr>
<td>Posttest</td>
<td>14</td>
<td>&lt;3.0-4.4</td>
</tr>
</tbody>
</table>
• **Case Study:** Novato Unified School District

  **School:** San Jose Middle School  
  Novato, California

  **School Year:** 2004-2005

  **School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose Middle School</td>
<td>65%</td>
<td>4%</td>
<td>22%</td>
<td>9%</td>
</tr>
</tbody>
</table>

  **Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8th</td>
<td>15</td>
<td>Level III</td>
<td>5</td>
</tr>
</tbody>
</table>

  **Frequency of Class Time**

  Students are in class for 50 minutes, 5 days per week.

  **Effective Teaching Methods:**

  *Bridges to Literature, Level III* was used in an after school intervention class. The teacher used the Reciprocal Teaching strategy with these students, in which students have to read aloud, clarify vocabulary, ask each other to recall and interpret questions, and summarize, both orally and in writing. The teacher circulated through the class, facilitating all components of the process.

  **Measures/Indicators Used to Assess Effectiveness:**

  The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year Test* was administered from the *Power Planning Book*.

  **Techniques and Materials Used with Bridges to Literature:**

  In addition to the textbook, the activities found in the teacher’s edition and the *Skillbuilder* workbook were used.

  **Overall Program Ratings After Using Bridges to Literature:**

<table>
<thead>
<tr>
<th>Overall Teacher Satisfaction:</th>
<th>5 on a 5-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Program Elements:</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Structural design of the textbook</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Visual appeal</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Pre and post reading questions</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Reflect questions</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Focus questions</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Interest level in stories</td>
<td>5 on a 5-point scale</td>
</tr>
</tbody>
</table>
Satisfaction with Program Materials:
- Textbook: 5 on a 5-point scale
- Skillbuilder Workbook: 5 on a 5-point scale
- Reading Toolkit: 5 on a 5-point scale

Meeting Expectations:
- Ease of teaching: 4 on a 5-point scale
- Presentation of materials: 4 on a 5-point scale
- Preparation for reading: 3 on a 5-point scale
- Guidance during reading: 3 on a 5-point scale
- Teacher support materials: 3 on a 5-point scale

Program Strengths:
- Accessible, interesting textbook
- Students are aware of reading level and want to improve

Findings:

*Bridges to Literature* presented interesting stories and essays at a reading level accessible to the students. Because students weren’t struggling with vocabulary or complex sentence structure, they were successful in comprehension. The tasks of Reciprocal Teaching were easier to perform when reading comprehension is high. Every student improved in reading level and in self-confidence.

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th><em>Bridges to Literature</em></th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level III</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Students</td>
</tr>
<tr>
<td>Pretest</td>
<td>6</td>
<td>3.4-4.9</td>
</tr>
<tr>
<td>Posttest</td>
<td>10</td>
<td>5.5-6.7</td>
</tr>
</tbody>
</table>
• **Case Study:** Val Verde Unified School District  
  Covina, California

**School:** Lakeside Middle School  
Perris, California

**School Year:** 2004-2005

**District Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Val Verde Unified School District</td>
<td>15%</td>
<td>21%</td>
<td>60%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8th</td>
<td>25</td>
<td>Levels I, II, III</td>
<td>9</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

Students are in class for 50 minutes, 5 days per week.

**Effective Teaching Methods:**

The teacher started each class period with silent reading followed by having students summarize what they wrote in the journals for homework. Homework consisted of fifteen minutes of reading and paraphrasing what was read. The teacher made use of technology offered in the *Bridges to Literature* program stressing vocabulary with the *Word Power* copymasters.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year* and *End-of-Year Tests* were administered from the *Power Planning Book* along with project checks, selection tests, “Think It Through” questions, vocabulary quizzes, and *Power Words*.

**Techniques and Materials Used with Bridges to Literature:**

The teacher used the textbook to build reading comprehension and sentence fluency, and for discussion of ideas presented in the textbook. Students kept a journal, paraphrasing what they read. The *Power Words* copymasters were successfully used to learn vocabulary. The students were required to write brief essays. The *Skillbuilder* and *Reading Toolkit* were used for practice and assessments.

**Overall Program Ratings After Using Bridges to Literature:**

<table>
<thead>
<tr>
<th>Overall Teacher Satisfaction:</th>
<th>5+ on a 5-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Program Elements:</td>
<td></td>
</tr>
<tr>
<td>Structural design of the textbook</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Visual appeal</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Pre and post reading questions</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Pretest questions</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Reflect questions</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Focus questions</td>
<td>5 on a 5-point scale</td>
</tr>
<tr>
<td>Interest level in stories</td>
<td>5 on a 5-point scale</td>
</tr>
</tbody>
</table>

**Satisfaction with Program Materials:**
- Textbook: 5 on a 5-point scale
- Skillbuilder Workbook: 5 on a 5-point scale
- Power Words: A Bridge to Reading Copymasters: 5+ on a 5-point scale
- Reading Toolkit: 5 on a 5-point scale

**Satisfaction with Technology:**
- Audio library CD: 5 on a 5-point scale
- Reading Coach DD-ROM: 5 on a 5-point scale

**Meeting Expectations:**
- Ease of teaching: 5 on a 5-point scale
- Presentation of materials: 4 on a 5-point scale
- Teaching strategies: 5 on a 5-point scale
- Preparation for reading: 5 on a 5-point scale
- Guidance during reading: 5 on a 5-point scale
- Teacher support materials: 5 on a 5-point scale

**Program Strengths:**
- Stories and textbooks that are accessible to student reading levels
- Power Words

**Findings:**

The students enjoyed the stories. The *Skillbuilder Workbook* offered them practice in literary and interpretative concepts practiced and presented by each story.

The presentation of the stories graphically was very pleasing. The “pre-reading questions” were thought provoking. The *Skillbuilders* were integrated with the textbook and built upon previous textual stories. Because the *Bridges to Literature* lessons are integrated, cumulative, and sequential, they built true learning in students in an orderly and wise manner.
Worksheets and writing prompts were aligned to themes in the textbook offering a variety in structure and continuity in practice.

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Student</td>
</tr>
<tr>
<td>Pretest</td>
<td>11</td>
<td>&lt;3.0-4.4</td>
</tr>
<tr>
<td>Posttest</td>
<td>8</td>
<td>&lt;3.0-4.5</td>
</tr>
</tbody>
</table>

The chart below indicates the reading levels of students on the pre and posttests.

<table>
<thead>
<tr>
<th>Bridges Textbook</th>
<th>Reading Placement Pretest September 2004</th>
<th>Reading Placement Posttest April 2005</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
<tr>
<td>Level 1</td>
<td>11</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Level 2</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Level 3</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade Level LOL</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>
Florida

- **Case Study:** Okaloosa County School District
  
  **School:** Liza Jackson Preparatory School  
  Fort Walton Beach, Florida

**School Year:** 2004-2005

**School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liza Jackson Preparatory School</td>
<td>86%</td>
<td>8%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6th</td>
<td>18</td>
<td>Level I</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>7th</td>
<td>11</td>
<td>Level II</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>8th</td>
<td>16</td>
<td>Level III</td>
<td>12</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

Students are in class for 50 minutes, 5 days per week.

**Effective Teaching Methods:**

The teacher concentrated on the “Focus” skills for comprehension, literature, and vocabulary. Prior to starting a unit, the class looked at the title of the selections to see how they were connected. They discussed what information they knew about the author using the “Connect to Your Life” questions. The vocabulary was reviewed, followed by oral reading of the selections, “Think It Through” questions, and individual testing.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure student reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year* and *End-of-Year Tests* were administered from the *Power Planning Book* along with selection tests, progress checks and vocabulary quizzes.

**Techniques and Materials Used with *Bridges to Literature***:

Selections from the textbook were read daily. The teacher also used the “fluency reading” from the teacher’s edition for fluency checks and the skills worksheets to work on the various skills.

**Overall Program Ratings After Using *Bridges to Literature***:

- Overall Teacher Satisfaction: 5 on a 5-point scale
- Satisfaction with Program Elements:
  - Structural design of the textbook: 5 on a 5-point scale
  - Visual appeal: 5 on a 5-point scale
Focus questions 5 on a 5-point scale
Interest level in stories 5 on a 5-point scale

Satisfaction with Program Materials
Textbook 5 on a 5-point scale

Meeting Expectations:
Ease of teaching 5 on a 5-point scale
Presentation of materials 5 on a 5-point scale
Teaching strategies 4 on a 5-point scale
Preparation for reading 4 on a 5-point scale
Guidance during reading 4 on a 5-point scale
Teacher support materials 4 on a 5-point scale

Program Strengths:
Convenience
Teaching Guides

Findings:
The students were very excited about the *Bridges to Literature* textbook. For a remediation text, the stories were more age appropriate. The students who were below grade level were used to having stories that were too young for them. With the *Bridges* program, the students would look at the table of contents and ask to read stories. They were eager to read the stories and could not wait to read their choice.

The success teaching with the McDougal Littell series has been outstanding. Students raised their reading scores significantly as evidenced by their *FCAT* scores (not provided).

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Student</td>
</tr>
<tr>
<td>Pretest</td>
<td>4</td>
<td>3.2-3.6</td>
</tr>
<tr>
<td>Posttest</td>
<td>2</td>
<td>3.3-3.5</td>
</tr>
</tbody>
</table>

The chart below indicates the reading levels of students on the pre and posttests.

<table>
<thead>
<tr>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridges Textbook</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Level 1</td>
</tr>
<tr>
<td>Level 2</td>
</tr>
<tr>
<td>Level 3</td>
</tr>
<tr>
<td>Grade Level LOL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Georgia

- **Case Study:** Dalton Public School District

  **School:** Dalton Middle School
  Dalton, Georgia

**School Year:** 2004-2005

**School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalton Middle School</td>
<td>34%</td>
<td>8%</td>
<td>55%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7th</td>
<td>13</td>
<td>Level II</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8th</td>
<td>15</td>
<td>Level III</td>
<td>4</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

Students are in class for 55 minutes, 5 days per week.

**Effective Teaching Methods:**

The teacher had the students read the selections from the textbooks twice. The first reading was silent with the CD and the second reading was completed orally. After each reading, the teacher used the questions in the teacher’s edition to solicit student discussion. Students were also required to read for 20-30 minutes daily as a homework assignment. They could read library books or any other material of their choice.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year Test* was administered from the *Power Planning Book* along with selection tests, vocabulary quizzes, fluency checks, and teacher-generated quizzes.

**Techniques and Materials Used with *Bridges to Literature***:

Almost every selection in the student anthology was read and taught. The teacher used the workbook and lessons from the *Reading Toolkit*.

**Overall Program Ratings After Using *Bridges to Literature***:

- Overall Teacher Satisfaction: 4 on a 5-point scale
- Satisfaction with Program Elements:
  - Structural design of the textbook: 4 on a 5-point scale
  - Visual appeal: 4 on a 5-point scale
  - Pre and Post reading questions: 3 on a 5-point scale
  - Reflect questions: 3 on a 5-point scale
Focus questions 4 on a 5-point scale
Interest level in stories 4 on a 5-point scale

Satisfaction with Program Materials:
  Textbook 4 on a 5-point scale
  Reading Toolkit 4 on a 5-point scale

Satisfaction with Technology:
  Audio library CD 5 on a 5-point scale

Meeting Expectations:
  Ease of teaching 4 on a 5-point scale
  Presentation of materials 4 on a 5-point scale
  Teaching strategies 4 on a 5-point scale
  Preparation for reading 4 on a 5-point scale
  Guidance during reading 4 on a 5-point scale
  Teacher support materials 4 on a 5-point scale

**Program Strengths:**
- Quality literature that students are able to read and understand
- Audio CDs to support struggling readers

**Findings:**

The students responded favorably to almost all of the reading selections. By the end of the year, two of the seven 7th grade students reading at a 4th grade level were now reading at a 5th grade level. Four 8th grade students raised their reading scores from a 4th grade level to a 5th grade level, one went from a 5th to a 6th grade level, and four students raised their reading scores to grade level.

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Student</td>
</tr>
<tr>
<td>Pretest</td>
<td>13</td>
<td>&lt;3.0-3.9</td>
</tr>
<tr>
<td>Posttest</td>
<td>9</td>
<td>3.6-3.7</td>
</tr>
</tbody>
</table>
• **Case Study:** Oglethorpe County School District
  
  **School:** Oglethorpe County Middle School  
  Lexington, Georgia

  **School Year:** 2004-2005

  **School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oglethorpe Middle School</td>
<td>75%</td>
<td>22%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

  **Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6th</td>
<td>27</td>
<td>Level I</td>
<td>9</td>
</tr>
</tbody>
</table>

  **Frequency of Class Time**

  Students are in class for 50 minutes, 5 days per week.

  **Effective Teaching Methods:**

  The teacher began each chapter by building background and introducing vocabulary. The students then read the story together and discussed it. Vocabulary skill sheets were assigned for homework. Once the vocabulary was reinforced, the teacher worked on comprehension skills, assigning fluency practice work and rereading the story in pairs to prepare for a quiz.

  **Measures/Indicators Used to Assess Effectiveness:**

  The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year* and *End-of-Year Tests* were administered from the *Power Planning Book*, along with selection tests, progress checks, “Think It Through” questions, vocabulary quizzes, and fluency checks.

  **Techniques and Materials Used with *Bridges to Literature*:**

  In addition to prepping the students for the selection to be studied, reading the selection using a variety of methods (silent, oral, in pairs), and reinforcing the vocabulary, the teacher supplemented the selections with trade books and computer work to enhance the theme.

  **Overall Program Ratings After Using *Bridges to Literature*:**

  Overall Teacher Satisfaction: 5 on a 5-point scale

  Satisfaction with Program Elements:

  | Structural design of the textbook |  5 on a 5-point scale |
  | Visual appeal                    |  4 on a 5-point scale |
  | Pre and Post reading questions   |  5 on a 5-point scale |
  | Reflect questions                |  5 on a 5-point scale |
  | Interest level in stories        |  5 on a 5-point scale |
Satisfaction with Program Materials:
- Textbook: 5 on a 5-point scale
- Skillbuilder Workbook: 5 on a 5-point scale
- Power Words: A Bridge to Reading Copymasters: 5 on a 5-point scale
- Reading Toolkit: 5 on a 5-point scale

Satisfaction with Technology:
- Audio library CD: 5 on a 5-point scale

Meeting Expectations:
- Ease of teaching: 5 on a 5-point scale
- Presentation of materials: 5 on a 5-point scale
- Teaching strategies: 5 on a 5-point scale
- Preparation for reading: 5 on a 5-point scale
- Guidance during reading: 5+ on a 5-point scale
- Teacher support materials: 4 on a 5-point scale

Program Strengths:
- High interest stories for low-level readers
- Guidance during reading

Findings:
The students liked the stories. They were of high interest to middle school students. They were also simply written for the below level readers, and created a lot of discussion. The activity sheets presented material that the students were able to comprehend and get quick feedback, which is something they like. The students also liked grading one another’s fluency. One student finally caught on when he said, “Hey, I’m learning from her mistakes.”

The teacher had more success with the Bridges to Literature program than other programs used in the past. By the end of the year, all students made gains in their reading ability.

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Student</td>
</tr>
<tr>
<td>Pretest</td>
<td>19 &lt;3.0-3.9</td>
<td>6 4.0-5.5</td>
</tr>
<tr>
<td>Posttest</td>
<td>8 3.5-3.9</td>
<td>10 4.1-5.3</td>
</tr>
</tbody>
</table>
Illinois

- **Case Study:** Chicago Public Schools
  
  **School:** John H. Kinzie Elementary School  
  Chicago, Illinois

**School Year:** 2004-2005

**School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>John H. Kinzie Elementary School</td>
<td>61%</td>
<td>10%</td>
<td>28%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7th</td>
<td>8</td>
<td>Level II</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>8th</td>
<td>10</td>
<td>Level III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

The school is on block scheduling. Each class period is 80 minutes long and includes reading and writing.

**Effective Teaching Methods:**

The teacher used the textbook with the *Skillbuilder*. The main focus was on fluency, word knowledge, comprehension, and writing. A variety of formats that included teacher directed, student directed, whole class, and small groups, with the incorporation of technology whenever possible were used to reinforce the lessons.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year Test* was administered from the *Power Planning Book* along with selection tests, fluency checks, and “Think It Through” questions.

**Techniques and Materials Used with *Bridges to Literature*:**

The textbook and supporting materials were the foundation of the reading program. They provided a structure and consistency students desire. Focus statements and “Think It Through Questions” reinforced and modeled good effective reading strategies to prepare students for reading. The “previewing”, vocabulary, and “building background to connect to life” provided students with needed tools to comprehend.

**Overall Program Ratings After Using *Bridges to Literature*:**

Overall Teacher Satisfaction: 5 on a 5-point scale
Satisfaction with Program Elements:
- Structural design of the textbook: 5 on a 5-point scale
- Visual appeal: 5 on a 5-point scale
- Pre and Post reading questions: 5 on a 5-point scale
- Pretest questions: 5 on a 5-point scale
- Reflect questions: 5 on a 5-point scale
- Focus questions: 5 on a 5-point scale
- Interest level in stories: 5 on a 5-point scale

Satisfaction with Program Materials:
- Textbook: 5 on a 5-point scale
- Skillbuilder Workbook: 5 on a 5-point scale
- Reading Toolkit: 5 on a 5-point scale

Satisfaction with Technology:
- Audio library CD: 5 on a 5-point scale

Meeting Expectations:
- Ease of teaching: 4 on a 5-point scale
- Presentation of materials: 4 on a 5-point scale
- Teaching strategies: 4 on a 5-point scale
- Preparation for reading: 4 on a 5-point scale
- Guidance during reading: 4 on a 5-point scale
- Teacher support materials: 4 on a 5-point scale

Program Strengths:
Students enjoyed the materials and saw them as non-threatening
Structured format provided teacher/student with necessary materials and information to provide a strong reading program

Findings:
The students felt comfortable with the textbook and enjoyed the selections. They often looked ahead and asked when they would be reading certain selections. The Skillbuilder provided practice in a non-threatening way for skills presented in the selection.

*Bridges to Literature* was used during the 2003-2004 and 2004-2005 school years. The teacher found it effective because students enjoyed the selections and recognized literature used in other classes. The program was presented in a format that enhanced success and presented needed information to increase comprehension. It focused on key skills and strategies needed to be good readers.

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Students</th>
<th>Reading Level</th>
<th>Number of Students</th>
<th>Reading Level</th>
<th>Number of Students</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>6</td>
<td>&lt;3.0-4.0</td>
<td>5</td>
<td>4.7-5.5</td>
<td>4</td>
<td>5.7-6.5</td>
</tr>
<tr>
<td>II</td>
<td>5</td>
<td>3.3-4.0</td>
<td>4</td>
<td>4.1-5.5</td>
<td>5</td>
<td>5.7-6.7</td>
</tr>
<tr>
<td>III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

On-Grade Level: Grades 6-7-8

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8.5-9.0</td>
</tr>
</tbody>
</table>

Nine 8th grade students were pretested, 10 took the posttest.
• **Case Study:** Cicero School District 99

  **School:** Unity East Junior High School  
  Cicero, Illinois

  **School Year:** 2004-2005

  **District Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cicero School District 99</td>
<td>5%</td>
<td>1%</td>
<td>94%</td>
<td>0%</td>
</tr>
</tbody>
</table>

  **Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8th</td>
<td>24</td>
<td>Levels I, II, III</td>
<td>7</td>
</tr>
</tbody>
</table>

  **Frequency of Class Time**

  Students are in class for 40 minutes, 5 days per week.

  **Effective Teaching Methods:**

  The Language Arts classes at Unity East Junior High School used both *McDougal Littell's The Language of Literature* and *Bridges to Literature* in the same class. Whole class instruction lessons were from *The Language of Literature* to teach the concepts that would be covered for the week. The teacher then met with each *Bridges to Literature* level in groups, while the on-level students worked on assignments at their desks.

  **Measures/Indicators Used to Assess Effectiveness:**

  The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year* and *End-of-Year Tests* were administered from the *Power Planning Book*, along with “Think It Through” questions. The teacher created vocabulary and progress checks.

  **Techniques and Materials Used with Bridges to Literature:**

  In addition to the textbooks, the *Interactive Reader* was used for the stories to stimulate the interest of the on-grade and above reading level students.

  **Overall Program Ratings After Using Bridges to Literature:**

  Overall Teacher Satisfaction: 4 on a 5-point scale

  Satisfaction with Program Elements:
  - Structural design of the textbook: 5 on a 5-point scale
  - Visual appeal: 4 on a 5-point scale
  - Pre and Post reading questions: 3 on a 5-point scale
  - Pretest questions: 4 on a 5-point scale
  - Reflect questions: 4 on a 5-point scale
  - Focus questions: 4 on a 5-point scale
Interest level in stories 3 on a 5-point scale

Satisfaction with Program Materials:
- Textbook 4 on a 5-point scale
- Skillbuilder Workbook 4 on a 5-point scale

Satisfaction with Technology:
- Audio library CD 4 on a 5-point scale

Meeting Expectations:
- Ease of teaching 3 on a 5-point scale
- Presentation of materials 4 on a 5-point scale
- Teaching strategies 4 on a 5-point scale
- Preparation for reading 3 on a 5-point scale
- Guidance during reading 3 on a 5-point scale
- Teacher support materials 3 on a 5-point scale

**Program Strengths:**
- Low-level readers can read at their reading level
- The exercises are easy enough for all readers to understand

**Findings:**

Students enjoyed the textbook, especially the stories that don’t reveal the ending. The *Skillbuilder Workbook* took the concept that students were working on and made it easier for those that might have had a difficult time completing the assignment.

The teacher used the *Bridges to Literature* textbooks for two years and saw a definite improvement in the students’ scores. It was amazing for the teacher to see how much student reading levels increased over the two-year period. It was nice to teach a concept and be able to let the groups read individually and actually understand what they were reading. This made them understand the concept being taught a lot easier. The students found most of the stories interesting and they didn’t mind reading them. They knew some of the stories that they had to read twice, but it helped them achieve on their assignments.
Massachusetts

- **Case Study:** Newburyport School District
  
  **School:** Rupert A. Nock Middle School  
  Newburyport, Massachusetts

**School Year:** 2004-2005

**School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rupert A. Nock Middle School</td>
<td>98%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8th</td>
<td>8</td>
<td>Level III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

The school is on block scheduling. Each class period is 45 minutes.

**Effective Teaching Methods:**

Classroom activities using the *Bridges to Literature* program consisted of oral and silent reading and student discussion of the selections prior to reading, using the intra-pages and/or graphic organizers, which were completed after reading the selections. The comprehension packet was usually homework. The teacher assigned essays on the themes of each unit.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year* and *End-of-Year Tests* were administered from the *Power Planning Book*, along with the “Think It Through” questions and writing assignments.

**Techniques and Materials Used with *Bridges to Literature***:

The teacher introduced each unit and selection. Class discussion followed on the introduction pages and vocabulary. The “Think It Through” questions were also discussed with the students writing out the answers using complete sentences. Students completed the comprehension packet and took the test found at the end of each section. The teacher used the graphic organizers where appropriate.

**Overall Program Ratings After Using *Bridges to Literature***:

- Overall Teacher Satisfaction: 5 on a 5-point scale
- Satisfaction with Program Elements:
  - Structural design of the textbook: 5 on a 5-point scale
Visual appeal 5 on a 5-point scale
Pre and Post reading questions 5 on a 5-point scale
Pretest questions 5 on a 5-point scale
Reflect questions 5 on a 5-point scale
Focus questions 5 on a 5-point scale
Interest level in stories 5 on a 5-point scale

Satisfaction with Program Materials:
Textbook 5 on a 5-point scale
Skillbuilder Workbook 5 on a 5-point scale
Reading Toolkit 5 on a 5-point scale

Meeting Expectations:
Ease of teaching 5 on a 5-point scale
Presentation of materials 5 on a 5-point scale
Teaching strategies 5 on a 5-point scale
Preparation for reading 5 on a 5-point scale
Guidance during reading 5 on a 5-point scale
Teacher support materials 5 on a 5-point scale

Program Strengths:
The students liked it and benefited from it
It was easy and interesting

Findings:
The students were great with the whole program. They volunteered to read and raced to find the vocabulary in the stories and didn’t mind the written assignments. They liked taking the pre and posttests and were anxious to see how they progressed.

The teacher used *Bridges to Literature, Level II* during the 2003-2004 school year and *Level III* during the 2004-2005 school year with the same students. The program was definitely successful at raising student scores in reading. To quote the teacher, “This is the best program I have used in 23 years of teaching Special Education Language Arts.”

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Student</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Pretest</td>
<td>4</td>
<td>&lt;3.0-3.7</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Montana

- **Case Study:** Lockwood School District 26
  
  **School:** Lockwood Middle School
  Billings, Montana

  **School Year:** 2004-2005

  **School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lockwood Middle School</td>
<td>88%</td>
<td>0%</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

  **Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7th</td>
<td>17</td>
<td>Level II</td>
<td>8</td>
</tr>
</tbody>
</table>

  **Frequency of Class Time**
  Students are in class for 50 minutes, 5 days per week.

  **Effective Teaching Methods:**

  All students used the *Bridges to Literature* textbook to read together as a group, in pairs, and silently alone. Discussion followed on the selection read. The teacher made packets using the *Skillbuilder Worksheets* for students to complete, either individually or with a partner. Occasionally, a novel study or book report was completed.

  **Measures/Indicators Used to Assess Effectiveness:**

  The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year and End-of-Year Tests* were administered from the *Power Planning Book*, along with the “Think It Through” questions and vocabulary quizzes.

  **Techniques and Materials Used with *Bridges to Literature***:

  The teacher used the textbook, *Skillbuilders*, chapter test, and *Power Words* to successfully complete each unit.

  **Overall Program Ratings After Using *Bridges to Literature***:

  Overall Teacher Satisfaction: 5 on a 5-point scale

  Satisfaction with Program Elements:
  
  - Structural design of the textbook: 5 on a 5-point scale
  - Visual appeal: 5 on a 5-point scale
  - Pre and Post reading questions: 5 on a 5-point scale
  - Pretest questions: 4 on a 5-point scale
  - Reflect questions: 4 on a 5-point scale
  - Focus questions: 4 on a 5-point scale
Interest level in stories 5 on a 5-point scale

Satisfaction with Program Materials:
- Textbook 4 on a 5-point scale
- Skillbuilder Workbook 4 on a 5-point scale

Meeting Expectations:
- Ease of teaching 4 on a 5-point scale
- Presentation of materials 4 on a 5-point scale
- Teaching strategies 4 on a 5-point scale
- Preparation for reading 4 on a 5-point scale
- Guidance during reading 4 on a 5-point scale
- Teacher support materials 4 on a 5-point scale

Program Strengths:
- Flow of the textbook – It was easy to understand and to teach
  “Think It Through” and “Focus”

Findings:
- The students enjoyed reading the stories in the textbook. They liked all the assistance while reading with the vocabulary and hints on difficult concepts.
- The teacher used Bridges to Literature effectively for the last two years. During the 2004-2005 school year the students taught were in the lower 25% of the grade and in a Title I program. The teacher felt that this year was much more successful because of the familiarity with the program. Every student improved using Bridges to Literature.

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Student</td>
</tr>
<tr>
<td>Pretest</td>
<td>3</td>
<td>&lt;3.0-3.6</td>
</tr>
<tr>
<td>Posttest</td>
<td>4</td>
<td>4.3-5.5</td>
</tr>
</tbody>
</table>
North Carolina

- **Case Study:** Charlotte Mecklenburg School District

  **School:** Bishop Spaugh Community Academy
  Charlotte, North Carolina

**School Year:** 2004-2005

**School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bishop Spaugh Community Academy</td>
<td>7%</td>
<td>89%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6th</td>
<td>21</td>
<td>Level I</td>
<td>21</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

The school is on block scheduling. Each class period is 75 minutes.

**Effective Teaching Methods:**

The teacher combined the *Bridges to Literature* materials with grade level material after the students mastered *Bridges*. Homework was given every night to reinforce the class lesson.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year Test* was administered from the *Power Planning Book*, along with the “Think It Through” questions and the progress checks. The teacher created an end-of-year test and vocabulary quizzes.

**Techniques and Materials Used with *Bridges to Literature***:

The teacher used the *Skillbuilder Workbook*, *Power Words*, and *Reading Toolkit* for warm-ups, guided practice, and homework.

**Overall Program Ratings After Using *Bridges to Literature***:

- Overall Teacher Satisfaction: 5 on a 5-point scale
- Satisfaction with Program Elements:
  - Structural design of the textbook: 5 on a 5-point scale
  - Visual appeal: 5 on a 5-point scale
  - Pre and Post reading questions: 5 on a 5-point scale
  - Pretest questions: 5 on a 5-point scale
  - Reflect questions: 5 on a 5-point scale
  - Focus questions: 5 on a 5-point scale
Interest level in stories 5 on a 5-point scale

Satisfaction with Program Materials:
- Textbook 5 on a 5-point scale
- Skillbuilder Workbook 5 on a 5-point scale
- Power Words: A Bridge to Reading Copymasters 5+ on a 5-point scale
- Reading Toolkit 5 on a 5-point scale

Satisfaction with Technology:
- Audio library CD 4 on a 5-point scale

Meeting Expectations:
- Ease of teaching 4 on a 5-point scale
- Presentation of materials 4 on a 5-point scale
- Teaching strategies 3 on a 5-point scale
- Preparation for reading 4 on a 5-point scale
- Guidance during reading 3 on a 5-point scale
- Teacher support materials 3 on a 5-point scale

Program Strengths:
- Diverse number of stories
- Easy to plan

Findings:
Students loved the stories in the textbook. The worksheets were easy for the students to use. Students seemed to always be interested in completing the assigned activities.

At the beginning of the year, all students tested into the Level I textbook. By the end of the year, all were reading on grade level.

<table>
<thead>
<tr>
<th>Reading Placement and Mid-Year Tests</th>
<th>Bridges to Literature</th>
<th>On-Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Number of Students</td>
<td>Reading Level</td>
<td>Number of Student</td>
</tr>
<tr>
<td>Pretest</td>
<td>18</td>
<td>3.4-4.1</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18 students were pretested, 21 took the posttest.
Washington

- **Case Study:** Washougal School District

  **School:** Jemtegaard Middle School  
  Washougal, Washington

  **School Year:** 2004-2005

  **School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jemtegaard Middle School</td>
<td>93%</td>
<td>1%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
<th>Number of Students Reading at Grade Level at End of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7th and 8th</td>
<td>21</td>
<td>Level III</td>
<td>13</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

Title I, LAP, and special education students were “pulled-out” of general classes to attend reading classes for 55 minutes every other day.

**Effective Teaching Methods:**

A typical unit began with an introduction to the selections, student discussion with “Connect to Your Life” questions, and presentation of vocabulary. Students were expected to have two oral readings of 180-200 words per minute to pass the story. Following the story discussion, students completed and reviewed worksheets. The teacher administered vocabulary and selection tests as well as timed readings. Homework consisted of practicing for the curriculum based timed readings (CBMs).

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year* and *End-of-Year Tests* were administered from the *Power Planning Book*, along with the “Think It Through” questions, selection tests, and vocabulary quizzes. The teacher created additional selection and vocabulary tests as well as the timed readings.

**Techniques and Materials Used with *Bridges to Literature***:

Students read from the textbook. They either completed group choral reading or students employed partner reads to complete a story. The teacher used the *Power Words Copymasters, Skillbuilder Workbook*, and the *Reading Coach* (on a limited basis).

**Overall Program Ratings After Using *Bridges to Literature***:

Overall Teacher Satisfaction: 4.5 on a 5-point scale
Satisfaction with Program Elements:
- Structural design of the textbook: 5 on a 5-point scale
- Visual appeal: 4.5 on a 5-point scale
- Pre and Post reading questions: 4 on a 5-point scale
- Pretest questions: 4 on a 5-point scale
- Reflect questions: 4 on a 5-point scale
- Focus questions: 4 on a 5-point scale
- Interest level in stories: 5 on a 5-point scale

Satisfaction with Program Materials:
- Textbook: 5 on a 5-point scale
- Skillbuilder Workbook: 5 on a 5-point scale
- Power Words: A Bridge to Reading Copymasters: 4 on a 5-point scale
- Reading Toolkit: 5 on a 5-point scale

Satisfaction with Technology:
- Audio library CD: 4 on a 5-point scale
- Reading Coach CD-ROM: 4 on a 5-point scale
- Building Bridges: Closing the Reading Gap Video: 4 on a 5-point scale

Meeting Expectations:
- Ease of teaching: 5 on a 5-point scale
- Presentation of materials: 5 on a 5-point scale
- Teaching strategies: 5 on a 5-point scale
- Preparation for reading: 4.5 on a 5-point scale
- Guidance during reading: 4.5 on a 5-point scale
- Teacher support materials: 5 on a 5-point scale

Program Strengths:
- Building background
- Material was extremely teacher friendly and useful

Findings:

Students seemed to be pleased with the textbooks. In general, they did not feel like they were participating in a remedial program.

The Bridges to Literature program, aligned to the Essential Academic Learning Requirements (EALRs) and, therefore, the teacher, was able to show how special education students were involved in the general education curriculum. Bridges presented an effective method of coordinating instruction to that of the general education classroom for those students who are “double-dipping.”

On average, students increased their scores on the Placement test an average of 3.24 grade levels. Students made from 0.6 to 5.5 grade levels of growth during the instructional period from the end of September 2004 through June 2005.
The chart below indicates the reading levels of students on the pre and posttests.

<table>
<thead>
<tr>
<th>Bridges Textbook</th>
<th>Reading Placement Pretest September 2004</th>
<th>Reading Placement Posttest April 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>Level 1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Level 2</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Level 3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Grade Level LOL</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wisconsin

- **Case Study:** Milwaukee Public Schools

**School:** Kosciuszko Middle School
Milwaukee, Wisconsin

**School Year:** 2004-2005

**School Ethnicity:**

<table>
<thead>
<tr>
<th>School</th>
<th>Caucasian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kosciuszko Middle School</td>
<td>6%</td>
<td>17%</td>
<td>75%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Results represent a collective evaluation from two 6th grade Language Arts teachers from the Kosciuszko Middle School who evaluated *Bridges to Literature, Level I*

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6th</td>
<td>111</td>
<td>Level I</td>
</tr>
</tbody>
</table>

**Frequency of Class Time**

The school is on block scheduling. Each class period is 100 minutes.

**Effective Teaching Methods:**

The teachers assigned selections for independent reading to accelerated readers. Approximately 70% of the textbook selections were used and built upon for daily practice. Hands-on activities, cooperative learning/reading, and language arts activities were based upon the reading selections as well.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher used the *Reading Placement Test* to measure students’ reading ability and placed them in the appropriate *Bridges to Literature* level based on the test results. As the year progressed, the *Mid-Year* and *End-of-Year Tests* were administered from the *Power Planning Book*, along with the “Think It Through” questions.

**Techniques and Materials Used with Bridges to Literature:**

The teachers used the transparencies with the graphic organizers. The reading sections were chosen particularly to bring up other content knowledge. Since each reading required background knowledge, the teachers added numerous activities leading up to the readings. Students read in pairs, groups, and echo read some sections. Some selections were acted out during the lesson. Students’ expressions clearly showed their understanding and engagement. The follow-up questions helped their understanding. The more difficult sections were read out loud by the teachers. Students were very much engaged, quieting a few students anxiously waiting to hear the end.
Overall Program Ratings After Using *Bridges to Literature*:

Overall Teacher Satisfaction: 4 on a 5-point scale

Satisfaction with Program Elements:
- Structural design of the textbook: 4.5 on a 5-point scale
- Visual appeal: 4.5 on a 5-point scale
- Pre and Post reading questions: 4 on a 5-point scale
- Pretest questions: 4 on a 5-point scale
- Reflect questions: 4 on a 5-point scale
- Focus questions: 4.5 on a 5-point scale
- Interest level in stories: 4 on a 5-point scale

Satisfaction with Program Materials:
- Textbook: 4 on a 5-point scale
- Skillbuilder Workbook: 4 on a 5-point scale
- Power Words: A Bridge to Reading Copymasters: 4 on a 5-point scale
- Reading Toolkit: 4.5 on a 5-point scale
- Translations in Spanish Workbook: 4 on a 5-point scale

Meeting Expectations:
- Ease of teaching: 3.5 on a 5-point scale
- Presentation of materials: 3.5 on a 5-point scale
- Teaching strategies: 3.5 on a 5-point scale
- Preparation for reading: 3 on a 5-point scale
- Guidance during reading: 3 on a 5-point scale
- Teacher support materials: 4 on a 5-point scale

Program Strengths:
- Variety of selections linked to other curriculum areas
- Individual student workbooks
- Spanish translations
- Shorter selections for beginning English Learners

Findings:
- Test scores or reading levels were not provided.
7th Grade

Results represent a collective evaluation from two 7th grade Language Arts teachers from the Kosciuszko Middle School who evaluated *Bridges to Literature, Level II*

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7th</td>
<td>51</td>
<td>Level II</td>
</tr>
</tbody>
</table>

**Frequency of Class Time:**

The school is on block scheduling. Each class period is 100 minutes.

**Effective Teaching Methods:**

The teacher introduced the lesson followed by the group reading the selection. The overall contexts of the stories were discussed. Students responded to questions and used the activity workbook. The teacher used the “Reading Toolkit” to obtain a variety of activities.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher administered the selection tests and progress checks from the *Power Planning Book*, along with the “Think It Through” questions and vocabulary quizzes. The teacher also created tests to determine student progress.

**Techniques and Materials Used with Bridges to Literature:**

The teachers assigned group work to re-teach individual readings. Activity workbooks and reading strategies were used to support reading topics.

**Overall Program Ratings After Using Bridges to Literature:**

Overall Teacher Satisfaction: 4 on a 5-point scale

Satisfaction with Program Elements:
- Structural design of the textbook: 4 on a 5-point scale
- Visual appeal: 4 on a 5-point scale
- Pre and Post reading questions: 4 on a 5-point scale
- Pretest questions: 4 on a 5-point scale
- Reflect questions: 4 on a 5-point scale
- Focus questions: 4 on a 5-point scale
- Interest level in stories: 5 on a 5-point scale

Satisfaction with Program Materials:
- Textbook: 5 on a 5-point scale
- Skillbuilder Workbook: 4 on a 5-point scale
- Power Words: A Bridge to Reading Copymasters: 5 on a 5-point scale
- Reading Toolkit: 5 on a 5-point scale
- Translations in Spanish Workbook: 5 on a 5-point scale

Technology
Reading Coach CD-ROM  5 on a 5-point scale

**Program Strengths:**
- Reading Toolkit
- Spanish Translation workbooks

**Findings:**
- Students did better on assessments and wrote better responses to prompts related to stories.
- Test scores or reading levels were not provided.
**8th Grade**

**Students:**

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Grade level during the 2004-2005 School Year</th>
<th>Number of Students</th>
<th>Bridges Level Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8th</td>
<td>100</td>
<td>Level III</td>
</tr>
</tbody>
</table>

**Frequency of Class Time:**

The school is on block scheduling. Each class period is 100 minutes.

**Effective Teaching Methods:**

The teacher introduced the lesson followed by the guided reading with students. Individual, pairs, or group activities were used to reinforce comprehension.

**Measures/Indicators Used to Assess Effectiveness:**

The teacher administered the selection tests from the *Power Planning Book*, along with the “Think It Through” questions and vocabulary quizzes. The teacher also created tests to determine student progress.

**Techniques and Materials Used with *Bridges to Literature***:

The teacher assigned stories and used the workbook and supporting materials to teach strategies and re-teach.

**Overall Program Ratings After Using *Bridges to Literature***:

Overall Teacher Satisfaction: 4 on a 5-point scale

Satisfaction with Program Elements:
- Structural design of the textbook: 4 on a 5-point scale
- Visual appeal: 4 on a 5-point scale
- Pre and Post reading questions: 4 on a 5-point scale
- Pretest questions: 4 on a 5-point scale
- Reflect questions: 4 on a 5-point scale
- Focus questions: 4 on a 5-point scale
- Interest level in stories: 5 on a 5-point scale

Satisfaction with Program Materials:
- Textbook: 5 on a 5-point scale
- Skillbuilder Workbook: 4 on a 5-point scale
- Power Words: A Bridge to Reading Copymasters: 5 on a 5-point scale
- Reading Toolkit: 5 on a 5-point scale
- Translations in Spanish Workbook: 5 on a 5-point scale

Technology:
- Reading Coach CD-ROM: 5 on a 5-point scale

Meeting Expectations:
- Ease of teaching: 4 on a 5-point scale
- Presentation of materials: 4 on a 5-point scale
- Teaching strategies: 5 on a 5-point scale
Preparation for reading 4 on a 5-point scale
Guidance during reading 3 on a 5-point scale
Teacher support materials 5 on a 5-point scale

Program Strengths:
Reading Toolkit
Spanish Translation workbooks

Findings:
Students were much more engaged and motivated to read stories. They connected with the stories and enjoyed completing the workbooks without much guidance.

Test scores or reading levels were not provided.
Testimonials and Referrals from Teachers
Applauding *Bridges to Literature*

Sacramento Unified School District
Sacramento, California

Olga Bautista describes her experience piloting *Bridges to Literature*. She piloted the program during the 1999-2000 school year using a number of lessons from each of the program levels in her middle school reading class composed of a mixture of 6th, 7th, and 8th graders of varying ages. All students were delayed readers and English language learners.

Ms. Bautista is currently serving as Vice Principal at Will C. Wood Middle School in Sacramento, California. While piloting the McDougal Littell *Bridges to Literature* program, she served as the district Middle School Reading Specialist. She has also served as a consultant and adviser for English language learners and special education for the Department of Education for the State of California.

“To teach reading to children who are delayed readers or students who are new to the English language, I must first deal with all the baggage children bring into the classroom. Students who are used to failing will be reluctant to face a new reader, novel, or even just the printed page. They put up a front, pretend they don’t care, and refuse to tackle the challenge of reading. For the newcomer, the first and most important task is to make them feel welcome and at ease in their new environment. Sometimes it is easy to forget that students are not ignorant when they are not fluent in English. How many of us know more than one language or are even willing to try to learn another language?”

“One of the most important tasks for me was to get past the names of my students and face all the “ha-ha’s” from those students who have a stronger command of the English language. These are very big issues for students, especially at the middle school level. Our delayed readers’ issue is that they have been failing for years and they know it.”

“Another challenge is parents. The delayed reader has parents who will be defensive about almost anything that comes up in class. Remember, they have only had, for the most part, negative feedback. The newcomer’s parents have different ways of dealing with teachers. Some of the cultures represented in my classes have very demanding parents that do not understand our system. After I get past the issues students bring into class and build a working relationship with parents, then I certainly have a class that is ready to begin the process of learning.”

*“Bridges to Literature* was the tool that I used to get students to buy into the process of reading. “I used these books for one school year—or better yet—three quarters of one school year. I started my students with Level One. The students were to open their books to a particular story and just read. When they finished the story they were to look up at me. But they didn’t have to look up because I was able to tell when each of the 27 in my class finished the story. The story title was “The Green Ribbon.” Granted this was
not “Call of the Wild,” or any of the other great classics, but let me tell you…the grins and the astonishment on some of those faces! They could actually complete a story in a class period. That was a sight I will never forget.”

“I didn’t ask them to write at that time, nor did I try to teach skills. Some of the students took a little longer to finish the story, but they did, and we all waited. You could hear a pin drop in my class. After the reading, all that we did was talk about the story.”

“Some of the students asked if this was a true story, others asked if this could really happen and so on. Again, I did not go into fable, fiction, etc., etc. It was hard not to take advantage of the moment. However, the deal was—just read. This was a fun day for me because I witnessed, first hand, just how much fun reading can be when the student can read the material.”

“For that week I carefully picked stories for my class to read (the simplest stories with the lowest reading levels), stories that were short and manageable. They could read and finish these stories. They read and not a single student was reluctant. The body language changed in my class. My students were sitting up instead of sinking down in their chairs or falling over their desks pretending to be asleep. After a fun week for all of us, it was time to teach again.”

“I saw a few frowns but I assured them that if they could read the story and understand what they read, the skills would be a breeze. I took them back to “The Green Ribbon,” a story they had loved, and we worked on the assigned skills. They handled the skills and were successful. Then I decided to try the hook. How about writing a new ending to the story? They loved the idea and to illustrate their endings made them feel like authors. “One of the endings went like this:

‘Jenny’s husband decided to take Jenny for a walk to the living room after discovering her secret. On the way back to bed, Jenny’s head fell off and he didn’t even notice until he was tucking her back in bed.’

“That was the gist of it. The two-paragraph paper was simple but well done.”

“I didn’t stay in Level One for very long. I moved this class to Level Two and, later, to Level Three. By the last quarter of the year, my class was using The Language of Literature. The entire class had tested in the first quartile in reading on the SAT 9. When the high school counselor came in to test my class for English Placement they all tested into English 9. Why do you suppose this happened? They were given materials at their appropriate level. They were being successful. For the first time I didn’t have to tell parents that their kids were failing. They believed in themselves! Bridges to Literature was the tool I used that bridged the gap for them.”
Mariposa County School District  
Mariposa, California  
Cynthia McCarthy, from Mariposa Middle School, feels the program benefits those with learning disabilities.

I have found the McDougal Littell *Bridges to Literature* reading series to be a successful program for students with learning disabilities. The stories are of high interest and similar genre of the general education reading. Paired with the *SkillBuilder* activities it provides a well-rounded reading and language arts program for my 7th and 8th grade students.

Novato Unified School District  
Novato, California  
Kate McDougall, a middle school teacher at San Jose Middle School, appreciates that *Bridges to Literature* meets a school’s and student’s needs.

*Bridges* meets a need that is prevalent in schools today: many students do not read at grade level and will not improve if text is consistently too difficult. With *Bridges*, a teacher can offer accessible reading experiences to all students. And it works! The average improvement in my students was 1.4 grade levels in four months.

Escambia County School District  
Pensacola, Florida  
Bonnie Buchanan, from A. V. Clubbs Alternative Middle School, thinks the program is very helpful for low-level readers.

The *Bridges to Literature* series is excellent for struggling readers. The supplemental materials are easy enough that even the lowest readers can have success.

Okaloosa County School District 46  
Ft. Walton Beach, Florida  
Literacy Specialist Brenda Wheeler, at Liza Jackson Preparatory School, says the stories are interesting for the students.

*Bridges to Literature* is an excellent text for teaching delayed readers. The stories are all high interest. My students would often look ahead in the book and request specific stories to read. The teaching materials are teacher-friendly even if you've never taught reading.
Oglethorpe County School District  
Lexington, Georgia

Leslie Jones, a 6th grade teacher, enjoys the selections.

_Bridges to Literature_ provides my low-level readers with the high interest reading material they need to learn how to discuss (or talk through) a story. The prompts that are given for guided reading help me point out important phrases and actions. This book is also very rich in key literary elements, which are introduced, taught, and reviewed very well.

Lockwood School District 26  
Billings, Montana

Jennifer Tresch, a Title 1 teacher in Montana, sees improvement in her students’ reading ability after using _Bridges to Literature._

As a special education and Title 1 teacher, I have used the McDougal Littell _Bridges to Literature_ program for two years. I have seen improvement in everyone of my students' reading ability. I also enjoy the excitement they have while reading the wonderful stories in the text.

Charlotte Mecklenburg School District  
Charlotte, North Carolina

Mary Bennett, the department chairperson at Cochrane Middle School, likes the high interest reading.

_Bridges_ has made a huge impact on my students' reading level and interest in reading. The objectives taught in NC were easy to teach with the assistance of _Bridges to Literature_ and materials.

Randolph County School District  
Trinity, North Carolina

Rita Long, who teaches Language Arts at Uwharrie Middle School in Randolph County School District in North Carolina, appreciates the activities/skills worksheets that apply to each story.

By reading stories leveled from easy to more difficult, my students have an opportunity to gain confidence in their reading ability. The _Bridges to Literature_ series includes grammar, reading, vocabulary, spelling, writing mechanics, and thinking skills worksheets that apply to each story the students read. My students enjoy using the _Bridges_ series very much and they are showing steady progress in their reading abilities.
Lancaster City School District
Lancaster, Ohio

Marlene Clark, Intervention Specialist at Thomas Ewing Jr. High School, describes her experience piloting Bridges to Literature. She piloted the Level 1 book with her 7th grade intervention/LD students during the 2001-2002 school year.

I love this book. I can’t tell you how much I appreciate what you’ve done here.

First book kids can read independently.

This is helping me teach them better, honestly.

In her appraisal of Bridges for Literature, Ms. Clark felt

• The book gives a fair way for students to complete work independently at their level of reading,
• The stories are written for 7th and 8th grade audience in a way that is not insulting even though they are reading at a 3rd/4th grade level,
• The supplementals are good; the Teachers’ Edition is well organized ,
• Teachers no longer have to read the quizzes and to test students, they can do it all themselves,
• The “What Do You Know, What Do You Need to Know, What Have You Learned” approach is the best approach to teaching reading.

Parma City School District
Seven Hills, Ohio

Gail Tatoczenko, an Intervention Specialist in Hillside Middle School, in the Parma City School District (Ohio), likes the way Bridges to Literature presents the material.

The concepts presented in the Bridges text were broken into small segments. Using small segments made it easier for my lower-functioning students to grasp and retain concepts. The stories chose for use in the text were clear examples of the concepts presented and helped students with comprehension difficulties gain skill levels.
Referrals from Teachers Applauding McDougal Littell’s *Bridges to Literature*

The teachers listed here are willing to be contacted through the 2005-2006 school year.

**CALIFORNIA**

Sylvia Kane
7th and 8th Grade Reading Teacher
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Las Palmas Middle School
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Olga Bautista
Vice Principal
Sacramento Unified School District
Will C. Wood Middle School
Sacramento, CA  95824
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**FLORIDA**

Bonnie Buchanan
Teacher
Escambia County School District
A V Clubbs Alternative Middle School
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Joan Smith
Intensive Reading Teacher
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Maxine Eagle
Reading Teacher
Washington County School District
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**GEORGIA**

Jill Thacker
Teacher
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Leslie Jones
Teacher – 6th Grade Language Arts
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Oglethorpe Middle School
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Maxine Eagle
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**NORTH CAROLINA**

Rita Long
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The teachers listed here are willing to be contacted through the 2005-2006 school year.

**Ohio**

Marlene Clark  
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Gail Tatoczenko  
Intervention Specialist  
Parma City School District  
Hillside Middle School  
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**Wisconsin**

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The teachers listed here are willing to be contacted through the 2006-2007 school year.

**CALIFORNIA**

Cynthia McCarthy  
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**MASSACHUSETTS**

Karin Caves  
7th / 8th Grade Special Education Teacher  
Newburyport Public School District  
Rupert A. Nock Middle School  
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**NORTH CAROLINA**

Shannon M. Gibson  
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The teacher listed here is willing to be contacted through the 2007-2008 school year.

**CALIFORNIA**

Ray Barbeau  
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The teachers listed here are willing to be contacted through the 2008-2009 school year.

**CALIFORNIA**

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**FLORIDA**

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**MONTANA**

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**NORTH CAROLINA**

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