



Raising Literacy Achievement in High-Poverty Schools: An Evidence-Based Approach (Routledge Research in Education)

By Eithne Kennedy

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This book shares lessons gleaned from a two-year intervention in a high-poverty school, which was highly successful in significantly narrowing the literacy achievement gap and in raising children's motivation and engagement in literacy both inside and outside school. Kennedy argues that there is much that disadvantaged schools can do to close the gap, but this is more likely to occur when a research-based approach to instruction (with a dual emphasis on cognitive skills and motivation and engagement), assessment and professional development is undertaken.

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