**Elementary Literacy Workshop – Spring 2012**



Wednesdays 9:00-12:00, SEM 2 A2109

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When I look back, I am so impressed again

with the life-giving power of literature.

If I were a young person today, trying to gain a sense of

myself in the world, I would do that again by reading,

just as I did when I was young.

~ Maya Angelou ~



Poems for children help them

celebrate the joy and wonder of their world.

Humorous poems tickle the funny bone of their imaginations.

~Charles Ghigna (aka Father Goose)~

Reading is not a duty, and has consequently

no business to be made disagreeable.

~ Augustine Birrell ~

But words are things, and a small drop of ink,

Falling, like dew, upon a thought, produces

That which makes thousands, perhaps millions, think.

~Lord Byron~

You don't have to burn books to destroy a culture.

Just get people to stop reading them.

~ Ray Bradbury ~

**SYLLABUS**

**Background:** The State of Washington has identified four over-arching learning goals for all students to achieve. The first goal states that students should be able to, “Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings” (Retrieved from <http://www.k12.wa.us/Reading/default.aspx>). The other three goals rely heavily on students’ literacy skills and motivation to use those skills. In fact, the ability to succeed in public schools, in the world of work, and as citizens relies heavily on developing effective literacy skills and positive attitudes toward literacy. This does not mean, of course, that people without significant literacy skills do not or cannot enjoy happy and productive lives. In general, though, literacy is predictive of success in school and in the work arena.

OSPI’s 2010-11 report card indicates approximately 27% of 3rd grade students, 44% of 7th grade students, and 17% of 10th grade students tested in Washington did not meet the reading standard. On writing, 39% of 4th graders, 43% of 7th graders, and 14% of 10th graders did not meet standard (Retrieved on 3/20/12 from <http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&orgLinkId=1&yrs=&year=2010-11>). According to OSPI, a disproportionate number of those who did not meet standard are students of color and/or students who live in poverty.

Why do many students not develop literacy skills or choose to not use those skills? This is an extremely important question for educators to answer. The popular press suggests that the fault lies with the Internet, and too much computer and TV use. Social analyses point to disrupted families and the many effects of poverty, including hunger, substance abuse, and insufficient resources to provide young children with the early experiences that support literacy development. These factors may, indeed, affect literacy choices but control of these factors is largely outside the reach of individual teachers.

Teachers DO, however, affect what happens in the classroom. An international study of effective schools indicated that, “The available evidence suggests that the main driver of the variation in student learning *at school* is the quality of the teachers . . . . Studies that take into account all of the available evidence on teacher effectiveness suggest that students placed with high performing teachers will progress three times as fast as those placed with low performing teachers. Among the six most significant indicators of high performing teachers were well-developed skills in literacy, numeracy, and communication” (How the World’s Best-Performing School Systems Come Out on Top, McKinsey & Co., 2007).

Educators have argued for years that the ways students experience reading and writing in schools affect success in developing both skills and positive attitudes. However, educators have not agreed, conclusively, just what literacy instruction should look like to effectively include the diversity of students in U.S. classrooms

* **Learning Activities and Learning Goals:** Therefore, because you seek to become teachers of ALL people’s children, among your tasks this quarter is to inform yourself about informal and formal literacy assessments, how to use those assessments to make instructional decisions, and how to develop teaching practices that will optimize the likelihood that ALL students will learn to read, and that these students will develop positive attitudes that promote life-long uses of literacy.
* **Teacher Candidates in this grade band will**:
* observe teachers in the public schools as they teach reading and ask them to share their conclusions about effective instruction;
* examine and critically analyze current texts, including books and videos, for examples of effective instruction;
* practice using assessment instruments such as *Concepts About Print* and *Running Record*; analyze data sets; and make instructional decisions based on the data;
* create lesson plans teach a range of reading strategies, including concepts about print, various comprehension strategies, vocabulary, phonemic awareness, phonics, and fluency;
* draw conclusions about approaches that might best include and educate the range of learners who will be your students in the future,
* study key phonics elements, and,
* propose the structure of a literacy block and content of literacy lessons for the first two weeks of school at a specified grade level.

Based on these explorations and experiences, **Teacher Candidates will be able to answer these questions:**

* How competent am I in assessing readers’ strengths and needs using informal observations,the *Concepts About Print* test,and *Running Record?*
* What instructional strategy choices am I able to make based on data from assessments?
* How well can I develop lesson plans that target specific strategies and skills my students need to learn?
* What strategies can I demonstrate for reading lessons, including lessons on phonemic awareness; shared reading; prediction, correction, and confirmation; making meaning through a variety of strategies; vocabulary development, fluency, and phonics?
* How skilled am I in analyzing students’ writing for stages of print acquisition, organization, content, voice, and genre, and,
* Am I able to pass a phonics proficiency test?
* **K8 Endorsement Competencies Related to Reading:** 1.2.2 –Understanding of the Reading Process;

4.1 – Design and implement learning activities that are grounded in the best available professional knowledge, including recognized theories, empirical research, and professional consensus on effective practices; 4.2 – Establish and communicate learning targets . . .; 4.4 – Structure learning activities that support the acquisition of literacy . . .; 5.0 – Assessment . . . Please go to the following website and click on Elementary Education to read the full text for the expected teacher competencies related to teaching reading and communication: (Retrieved 3/21/12 from <http://program.pesb.wa.gov/add-new/endorsement/list/k-8>)

* **Required Texts:**

Clay, Marie M. (2000). *Concepts About Print. What Have Children Learned About the Way We Print Language?* Heinemann. ISBN 978-0-325-00237-8 / 0-325-00237-1.

Clay, Marie M. (2000). *No Shoes*. Heinemann. ISBN 978-0-325-00236-1 / 0-325-00236-3.

Diller, Debbie. (2007). *Making the Most of Small Groups*. Stenhouse. ISBN: 978-157110-431-1.

Lyon, Anna and Moore, Paula. (2003). *Sound Systems*. Stenhouse. ISBN 978-157110-346-8.

Williams, Rebel. (1995). *The Balanced Reading Program.* Wright Group. Provided by MiT.

* **Reference Texts:** See list at end of syllabus.
* **A HEADS-UP:**  I do not accept late work unless you have a religious obligation or a personal or family emergency and have contacted me **before** missing class. If you are going to miss class for other reasons ☹, assignments should be submitted in advance. I should never come to class and be surprised to find you are not there! Please communicate effectively—voicemail, email (personal conversations work very well, too!)
* **Inclement weather**: Most often, the college will remain open, even when public schools around us are closed. It is up to you to decide whether or not you come to class. However, assignments will always be due on the day assigned, so these will need to be submitted to me by email if you are not on campus. If small group teaching lessons will be occurring in the session you are missing, you should make arrangements to teach to a small group, video tape your teaching, and submit the video. Class will ALWAYS move forward. Do not assume we will wait until the next week to do the lesson from the week before, so please plan accordingly. In addition, pay attention to possible power outages if there are windstorms in the predicted forecast. In other words, do NOT procrastinate! Plan ahead and be prepared!!
* **MAJOR ASSIGNMENTS:**

1. **Jig-Saw Teaching: Organization and Content of K-5 Literacy Block**
2. **Assessments, Analyses, Data-Based Instruction** 
   1. Developmental Spelling
   2. *Concepts About Print*
   3. *Running Record*
3. **Collection of Poems, Songs, Chants; Handwriting Practice**
4. **Notes/visual organizers: Harvesting ideas from texts and media**
5. **Phonics Work**
   1. Take the phonics practice quiz at <http://english.glendale.cc.ca.us/phonics.html>
   2. Download and print the phonics rules to review
   3. Be ready to take assessment in class to show application of the phonics rules
   4. Write a reflection about what you learned about phonics.

* **Assessments - Checks on *YOUR*  knowledge**

1. Descriptions of reading process: socio-psycholinguistic and NRP. In class.
2. Developmental stages in print acquisition: writing and reading. In class.
3. Schedule for first two weeks of school – routines and literacy strategies. Write outside of class and hand in.
4. Analysis of students’ concepts about print with suggestions for instruction (one formative, one summative). Write outside of class and hand in.
5. Analysis of students’ reading with suggestions for instruction. Write outside of class and hand in.
6. Phonics elements. In class (see Phonics Work above).
7. Try-out Teaching (formative) and Performance assessments (summative): teaching reading strategies. In class (see Try-Out Teaching Instructions at end of syllabus).

* **Micro-teaching focus.** “Engaging students in developing skills and strategies for comprehending and/or composing text.”

**WEEKLY SCHEDULE**

**Week 1**

* Setting up class rules and routines to build community and maximize *students’* uses of oral language and print. Take a lesson from the Berenstain Bears ☺.
*  Morning chant – Using flannel boards to (i) expand vocabulary, (ii) introduce characters, and (iii) focus attention to discover an answer – *Snake Was Making Hoecake*
* Interactive journals
* Create books to collect poems, songs, chants (double agenda – collecting engaging texts and practicing handwriting)
* Transition songs: Focusing attention on phonemic awareness through dance: *Penguins’ Dance* andplaying with rhymes: *Down by the Bay.* PA vs Phonics.
* Exploring balanced literacy – What is it? What balance do we seek? How is “balanced literacy” related to socio-psycholinguistics and the *National Reading Panel’s* (*NRP*) five building blocks of reading? What about the brain?
* Major assignments and expectations; resources
* Set-up for Week 2 Jig-saw
* **Assignments due Week 2**
  + Answers/visual organizers to guiding questions for jig-saw preparation. Directions distributed in class.
  + Harvesting Ideas: Watch *CAFÉ* and *Daily 5* videos (on reserve in Lynne Adair’s office. Arrange to watch in groups in our conference room.) What would you like to implement in your class and why? Record in your interactive journal.

**Week 2**

* Morning poem: Expanding vocabulary and engaging imaginations
* Organizing and managing a K-5 literacy program – Jig-saw; *Close-Up View of Reading* video; information from Café and Daily Five; Q&A. (*Note: Your description of first two weeks due Week 5.)*
* *Concepts About Print* – Finding out what K-2 students understand about written language
* Transition song: Using action to re-focus attention: *Mrs. Gooney Duck* 
* Analyzing data sets and determining instructional foci – *Concepts About Print*
*  Story – Big Book: What makes a *read-aloud* useful in supporting students’ use of print concepts, cueing systems, and reading strategies?
* **Assignments due Week 3**
* First *Concepts About Print* interview with analysis and suggestions for next instructional steps. Write a summary of what the child knows. Using the data, describe what concepts are in place for the child and how you know. Write a paragraph about what you would help the child develop next and provide reasons (data) for your decision(s). Formative assessment.
* Prepare for in-class internalization check (formative) - Describing reading from a socio-psycholinguistic perspective and from the NRP five building blocks model.
* Harvesting Ideas for developing language/vocabulary; concepts about print; rehearsing the alphabet; and developing/reinforcing phonemic awareness. What would you like to try with kids and why? Record in your interactive journal.
  + - Read or re-read (i) the Williams’ pdf; (ii) Chapters 6 and 8 in Diller; and (iii) Chapter 7 in Lyon
    - Read Handouts Café and Daily 5
    - Watch ***A Close Up Look at Teaching Reading***- DVD—Check out from Lynne Adair
    - Watch some of the videos below but be sure to think about WHY you would use the strategy/song/movement, with WHOM, and HOW you would implement

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| The Big Pig Song | <http://www.youtube.com/watch?v=iOu-QkmInKc> |
| Dance your Way to Phonemic Awareness 1 | <http://www.youtube.com/watch?v=kSY6cojyG8E> |
| Dance your Way to Phonemic Awareness 2 | <http://www.youtube.com/watch?v=TEdlwz4QoQs> |
| Dance your Way to Phonemic Awareness 4 | <http://www.youtube.com/watch?v=Fjk4YXILGYo> |
| Corner Grocery Store Song | <http://www.youtube.com/watch?v=r8EvclOx-bY> |
| Fill in the missing Rhyme | <http://www.youtube.com/watch?feature=endscreen&v=ccsrF0vCYE0&NR=1> |
| Three Rhymes | <http://www.youtube.com/watch?feature=endscreen&v=yKTDqhT95WY&NR=1> |
| Let’s Vest Up | <http://www.youtube.com/watch?feature=endscreen&v=xWVdge03dNM&NR=1> |
| Alphabet in my Mouth | <http://www.youtube.com/watch?feature=endscreen&v=ExhLDVVa6YQ&NR=1> |

**Week 3**

* Morning song: Sketch to Stretch
* **In-class Internalization Check (formative)**  - Describing reading from a socio-psycholinguistic perspective and from the NRP five building blocks model
* Learning from each other: Experiences with *Concepts About Print* interviews
* Investigating phonics terms – “Beware the Jabberwock, my son!”
* Developmental stages in print acquisition: reading and spelling
  + *Invented Spelling* – an approach to assessing phonics knowledge; acquisition of print knowledge; development of children’s knowledge about written communication
  + *Developmental Stages in Reading*
* Transition story – Story-Picture Book: Self to text connections; Pictures to confirm text

* Introduction to *Running Record*: Understanding student’s strengths and needs as readers
* **Assignments due Week 5**
  + Harvesting Ideas: As you read or re-read the following sections of your text, create visual organizers to summarize key information that will help you be more effective in supporting students’ learning. The texts and programs you will see in schools will certainly tell you what phonics skills to teach. These resources will help you think about what to teach, to whom, why, and how.
    - (i) Diller - Chapter 7, Phonics, and Appendix F;
    - (ii) Lyon - Chapters 7-10 and Appendix A;
    - (iii) Williams (pdf) pages 27 &28.
  + Daily plan for first two weeks of school. Pick a grade level from kindergarten through 5th grade. Assume a 90-minute period devoted to literacy. Make a chart that demonstrates time blocks for how you would organize your literacy time. Provide sequential outline of concepts and strategies you would introduce about reading, accompanied by an explanation for each strategy of why and how you would introduce. Provide a chart that shows routines would you teach and how. *This serves as an assessment*.
  + Prepare for summative internalization check of developmental stages in print acquisition (spelling and reading); socio-psycholinguistic description of reading; NRP description of reading.
  + Watch *Picture Writing* at <http://www.youtube.com/watch?v=k3SJtk1Jozc&feature=related>. Jot down notes in your interactive journal about what insights and questions this video provoked related to writing with young children.
  + Review *Running Records* purposes and steps by reading (i) pages 29-31 in Diller; (ii) pages 23-33 in Lyon; and, (iii) the *Running Records* packet.
  + Harvesting ideas: Search through Diller, Lyon and Williams; watch one video or skim one resource book for strategy lessons you could adapt for Try Out Teaching. Make notes for yourself about which lessons you want to try and why.
  + In preparation for conducting a *Running Record,* if YOU need a review of grammar, try these:

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| Prepositions by the Bazillions | <http://www.youtube.com/watch?v=byszemY8Pl8> |
| The 8 parts of speech | <http://www.youtube.com/watch?v=5DnCFGqm8qY> |
| Grammar Rap | <http://www.youtube.com/watch?v=qwVE5ogzlEI> |

**Week 4:**  Micro-Teaching – HAVE FUN AND LEARN AS MUCH AS YOU CAN!!

**Week 5**

* Morning poem  What is the author doing? *Rose, Where Did You Get that Red?*
* **In-class Internalization Check (Summative, aka – test ☺)**: Identifying developmental stages in print acquisition (reading and spelling); students’ understanding of written communication; possible next steps for instruction
* **In-class Internalization Check (Summative)**  - Describing reading from a socio-psycholinguistic perspective and from the NRP five-components-of-reading-model
*  Transition Story – Chapter Book – Characterization
* Analyzing sample *Running Records*
* Share Harvesting Ideas notes
* **Assignments due Week 6**
  + Evaluations of *Running Record* samples using the charts provided. Write a statement of what you would help the students develop next and why. Be sure that you connect your decisions explicitly with the data in the analysis of the reading transcript.
  + Harvesting Ideas: Read or re-read Chapters 4 and 5 in Diller and the Williams’ pdf for strategies related to comprehension and fluency. Pay attention to how strategies differ depending on students’ developmental stages and/or needs. Also search through Diller, Lyon and Williams, watch one video, or skim one resource book for strategy lessons you could adapt for Try Out Teaching. Make notes for yourself in interactive journal about which lessons you want to try and why.
  + Second *Concepts About Print* interview with analysis and suggestions for next instructional steps. Write a summary of what the child knows. Using the data, describe what concepts are in place for the child and how you know. Write a paragraph about what you would help the child develop next and provide reasons (data) for your decision(s). See instructions for same assignment that was due in Week 2. Use what you learned from the debrief and class work in Week 3 to inform this analysis. This is your summative assessment.

**Week 6**

* Morning chant – Figurative language
* Phonics Test
* Strategy Lesson Models: Story Structures, Self-Selected Miscues, Word Study
* Review lesson plan format
* Share Harvesting Ideas notes
* Select Try Out Teaching lessons

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| Types of Lessons | Vehicles |
| **Concepts About Print** (story; picture for prediction/confirmation/correction; directionality; sweep; title; author; beginning, middle, end of story; sentence; word; punctuation)  **Comprehension** (Prediction, confirmation, self-correction: pictures, words, context, experience; story elements: characters, setting, problem, plan; solution; story structures: circle, temporal, surprise; re-telling; word study; self-to-text connections; monitoring understanding)  **Vocabulary** (interesting words; concept words; figurative language; academic language)  **Phonemic Awareness** (initial, final, and medial sounds – consonant or vowel); blending; segmenting; substituting; deleting; rhyming words; syllables  **Phonics** (initial, medial, final consonants; consonant blends; consonant digraphs; short and long vowels; vowel digraphs; diphthongs; onsets and rimes; blending; segmenting; multi-syllable words; CVC rule; CVCe rule; open syllable and closed syllable rules)  **Fluency** (expression; inflection; intonation; enunciation; congruence with message in text) | Big Books  Story-Picture Books  Chapter Books  Basal Reader Stories  Flannel Boards with oral stories, chants, poems, songs  Songs, poems, chants  Guided Reading  Re-Quest  Focused strategy lessons  Puppets  Reader’s Theater  Low prop re-enactment  Drawing  Innovating on texts |

* **Assignments due Week 7**
* Reflection about what you have learned about phonics and implications for your teaching practices
* Summative Assessment: Reading Diagnosis and Use of Data

**Week 7**

* More Instructional Models: Guided Reading, ReQuest, Reading Conferences
* Share poetry, chants, and song books
* Evaluate handwriting
* **Assignments due Weeks 8, 9, and 10: Full lesson plans and teaching materials for your Try-Out Teaching Lesson (Week 8 or 9 – formative) and for your Performance Assessment lesson (Week 10 – summative)**

Week 8: Try Out Teaching – ½ of group will teach

Week 9: Try Out Teaching – ½ of group will teach

Week 10: Performance Assessment – Everyone will teach

**TRY OUT TEACHING AND PERFORMANCE ASSESSMENT**

* You will be creating and submitting a lesson plan *for each* of the following types of lessons: Concepts About Print, Comprehension, Vocabulary, Fluency, Phonemic Awareness, Phonics (6 total). Each lesson should be *no longer than* 15 minutes. You may use lessons from the following resources as *models* but please create your own lessons: (i) *Sound Systems, Making the Most of Small Group,* and *The Balanced Reading Program pdf; (ii)* resource texts and videos on reserve with Lynne Adair; (iii) *Sunshine and Storybox Teachers’ Guides (*Curriculum Room*)*: teachers’ guides in your classrooms (phonics and phonemic awareness only but I prefer that you try lessons from your texts or the resource list)*.*

At least two of your lessons should be aimed at pre- or emerging readers and two at developing readers. You pick the developmental level of the other two lessons. For pre- and emerging readers, make sure the texts you choose are predictable and that you identify the predictable element. Incorporate the use of song, poetry, movement, or art in at least two of your lessons.

* Be prepared to teach one of the lessons in Week 8 or 9 (formative) and one in Week 10 (summative). You will know by Week 6 which of the lessons you will be teaching. You will need to find or prepare, and bring to class, the materials you need in order to teach your lessons. That includes appropriate children's books, flannel boards, puppets, songs, games, etc.
* All lesson plans should use the lesson plan templates from *Making the Most of Small Groups.* Two samples are included on the following two pages.
* Phonics and phonemic awareness lessons should include a list of what you are looking for when you teach the lesson. You could think of this as an answer key – do YOU understand the aspects of decoding you are asking kids to demonstrate?
* Books chosen for the lessons should *not* be the ones in Diller’s text. You may use her lessons as models but choose new books to show your ability to apply the lessons in new contexts!
* *All* support materials for the lessons (i.e., words lists, charts, cards, etc.) need to be developed and submitted with the 6 lesson plans. This does not mean you need to make sets for every person in class for each lesson. One set of materials is sufficient EXCEPT for the lessons you teach – then you need materials for all your “students.”
* You must create, bring, and make use of a way to collect assessment information during your Try Out Teaching and Performance Assessment lessons. That means having a written record- keeping sheet to monitor “students” while the lesson is going on. Identify what you are looking for and record notes for each student when you teach. See Diller for examples.

**Diller Lesson Plan Template with GLE and Positive Impact Additions - Comprehension**

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| **Grade Level: GLE:** |
| **GLE re-stated in “kid-friendly” language:** |
| **Who needs this strategy? How will you know?** |
| **Focus: Comprehension (**These are examples of comprehension foci from Diller’s text. Add in whatever your lesson addresses.)    Self- Monitoring Schema Asking ?s Visualizing Inference    Summarizing Text Structure Graphic organizers Deeper meaning  **Warm-up:** Familiar Reading **Listen to: Title:**  **Today’s Book: Level:** |
| **BEFORE READING**  **Book Intro:**  **Genre:**  **Set purpose for reading:**  **Read to find out:** |
| **DURING READING**  **Prompts:**  **Notes:** |
| **AFTER READING**  **Discuss:** |
| **Positive Impact Question(S)** |
| **REFLECTION** |

**Diller Lesson Plan Template with GLE and Positive Impact Additions - Phonics**

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| **Grade Level: GLE:** |
| **GLE re-stated in “kid-friendly” language:** |
| **Who needs this strategy? How will you know?** |
| **Focus: Phonics (**These are Diller’s categories. Add you own category if you don’t focus on one of these.)  Initial letters Final letters Short vowels Blending CVC, CV, or CVCe    Long vowels Vowel + r Funky chunks Long words  **Warm-up:** Familiar Reading **Listen to: Title:**  **Today’s Book: Level:** |
| **BEFORE READING**  **Book Intro:**  **Genre:**  **Set purpose for reading:**  **Read to find out:** |
| **DURING READING**  **Prompts:**  **Notes:** |
| **AFTER READING**  **Discuss:** |
| **POSITIVE IMPACT QUESTION(S)** |
| **REFLECTION** |

RESOURCES

Achieving Reading Success in the Early Years – VHS (51 minutes) & Cassette

Margaret Mooney

Maximizing the Effectiveness of Shared Reading in the Primary Classroom – 2 VHS

(1 – 43 minutes, 1 – 34 minutes)

Bureau of Education & Research

Phonemic Awareness, Songs & Rhymes – Book & CD

Kimberly Jordano & Trisha Callella

The Daily 5 (Fostering Literacy Independence in the Elementary Grades)

Gail Boushey & Joan Moser

Good Fit Books - DVD (length of time not indicated)

Gail Boushey & Joan Moser

Reciprocal Teaching Strategies @ Work – VHS (40 minutes)

Lori D. Oczkus

CAFÉ in the Classroom – Helping Children Visualize Literacy Goals – (1 DVD – printable materials & 1 DVD 95 minutes)

Gail Boushey & Joan Moser

The Café Book – Engaging All Students in Daily Literacy Assessment & Instruction

Book & CD-Rom – printable forms

Gail Boushey & Joan Moser

Read Write and Talk – VHS (38 minutes)

Stephanie Harvey & Anne Goudvis

Today You Are My Favorite Poet

Geof Hewitt

Strategies That Work – Teaching Comprehension for Understanding & Engagement

Stephanie Harvey & Anne Goudvis

First Steps - Reading Resource Book

Education Dept. of Western Australia

Every Child a Reader (Month-by-Month Lessons to Teach Beginning Reading)

Helene Coffin

Starting with Comprehension – Reading Strategies for the Youngest Learners

Andie Cunningham & Ruth Shagoury

Word Matters – Teaching Phonics & Spelling in the Reading/Writing Classroom

Gay Su Pinnell & Irene C. Fountas

Guiding Readers & Writers

Irene C. Fountas & Gay Su Pinnell

Guiding Readers & Writers, Grades 3-6

Irene C. Fountas & Gay Su Pinnell

Revisit, Reflect, Retell

Linda Hoyt

The Reading Detective Club

Debra Goodman

More (Advanced) Lessons in Comprehension

Frank Serafini & Suzette Youngs

Teaching Reading in Science

Mary Lee Barton & Deborah L. Jordan

Teaching Reading in Mathematics

Mary Lee Barton & Clare Heidema

50 Literacy Strategies Step by Step

Gail E. Tompkins

Many Paths to Literacy

NWREL

Invitations: Changing as Teachers & Learners K-12

Regie Routman

Mosaic of Thought

Ellin Oliver Keene & Susan Zimmerman

Reaching Readers

Michael F. Opitz & Michael P. Ford

Using Beloved Classics to Deepen Reading Comprehension

Monica Edinger

Phonics for the Teacher of Reading (2nd Edition)

Marion A. Hull

Phonics for the Teacher of Reading (7th Edition)

Marion A. Hull & Barbara J. Fox

The Phonological Awareness Handbook for Kindergarten & Primary Teachers

Lita Ericson & Moira Fraser Juliebo

Beyond Traditional Phonics

Margaret Moustafa

Phonics in Proper Perspective

Arthur W. Heilman

Strategies for Identifying Words

Dolores Durkin