Archer, Anita L. and Charles A. Hughes, *Explicit Instruction*


Bennett-Armistead, V. Susan, Nell K. Duke, and Annie M. Moses. *Literacy and the Youngest Learner: Best Practices for Educators of Children from Birth to 5*. Teaching Resources, 2005. Research shows that literacy—the ability to listen, view, speak, read, and write—begins developing long before children enter elementary school. This book helps early childhood educators nurture that development. It begins with an argument for offering children literacy-rich activities and creating an environment for carrying out those activities. From there, it focuses on reading aloud, playing with words, and designing writing centers, book nooks, dramatic play areas, and other aspects of instruction.

Boushey, Gail, and Joan Moser. *The Daily Five: Fostering Literacy Independence in the Elementary Grades*. Stenhouse, 2006. The ideas and lesson procedures discussed in this book are very beneficial to teachers who incorporate balanced literacy components throughout their daily curriculum decisions. The discussion of muscle memory and how to build the students' stamina for longer periods of independent work are clearly laid out for the reader. A sample schedule that shows how to include daily lessons in the beginning weeks of school to build this stamina are detailed in the appendix.

Cooper, J. David and Nancy D. Kiger. *Literacy Assessment: Helping Teachers Plan Instruction*. Wadsworth Publishing, 2007. This popular resource distinguishes itself from other texts by placing literacy assessment within the context of mainstream classroom reading instruction. Using developmental reading stages as a framework (e.g. early-emergent literacy stage, emergent literacy stage, beginning literacy, and so on) *Literacy Assessment* puts teachers' instructional needs at its core and considers assessment as a natural part of the instructional cycle. The authors' mission is to show that, with appropriate instruction, success in literacy development is achievable for every student. This popular author team is uniquely skilled in presenting the right balance of concept and demonstration, along with a dynamic, positive outlook on learning in both children and teachers.


comprehension as a reflection of the mind – a window into the reader’s thoughts. They mesh complex theories of comprehension with everyday practical examples in such a way as to help teachers develop a better understanding of what it means to comprehend while reading. This book skillfully balances three key emphases: grounding instruction in comprehension theory and research, detailing the steps teachers and students go through in acquiring strategies to assist comprehension, and describing how to integrate comprehension instruction into everyday reading lessons.

**Ellery, Valerie.** *Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.* IRA, 2005. The days of stressing the acquisition of reading skills in isolation are in the past. To develop lifelong readers, it is vital for teachers to also show students how to apply these reading skills strategically to acquire meaning from text. This book is a comprehensive resource you can use to better equip yourself in the craft of teaching reading. Author Valerie Ellery first lays the groundwork for a comprehensive literacy classroom, detailing appropriate curriculum, assessment, and instruction. She then focuses on the five essential components of reading instruction identified in the 2000 National Reading Panel report—phonemic awareness, phonics, fluency, vocabulary, and comprehension—to align instruction with current standards. You will learn how to implement the components into your instruction with techniques that foster active, strategic reading. Each technique identifies corresponding multiple intelligences and developmental levels of reading so you can determine which approach is best suited for each student’s specific learning style and reading need. Because scaffolding and teacher talk are essential to successful instruction, procedures for modeling the techniques and examples of teacher talk are provided throughout the book. Ultimately, you will learn how to gradually release responsibility for learning to students and guide them in becoming strategic, independent readers.

**Gallagher, Kelly.** *Deeper Reading: Comprehending Challenging Texts, 4-12.* Stenhouse, 2004. This book shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension. Gallagher shares effective strategies which enable students to accept the challenge of reading difficult books, move beyond a first draft understanding of text, consciously monitor their comprehension as they read, employ fix-it strategies when comprehension starts to falter, use meaningful collaboration, think metaphorically, reach deeper levels of reflection, use critical thinking skills to analyze real-world issues.

**Graves, Michael F.** *Teaching Individual Words: One Size Does Not Fit All.* IRA and Teachers College Press, 2009. Helping students master a broad range of individual words is a vital part of effective vocabulary instruction. Building on his bestselling resource *The Vocabulary Book,* Michael Graves’ new book describes a practical program for teaching individual words in the K-8 classroom. Designed to foster effective, efficient, and engaging differentiated instruction, *Teaching Individual Words* combines the latest research with vivid illustrations from real classrooms. Get ready to bridge the vocabulary gap with this user-friendly teaching tool!

**Book Features include:**

* A set of tactics proven successful for teaching individual words, including how to select word lists.
* Detailed lesson examples for introductory instruction, for reviewing words, and for assessing word knowledge.
* Strategies that will work across grade levels to meet the needs of struggling readers, average readers, gifted readers, and English language learners.

**Hampton, Sally and Lauren B. Resnick.** *Reading and Writing with Understanding: Comprehension in Fourth and Fifth Grades.* IRA, 2009. The goal of literacy instruction is to produce learners who understand deeply and communicate clearly. This book illustrates what to expect of upper elementary students as they hone skills and become competent readers and writers, ready to take on the complicated texts of middle and high school - and beyond.

**Harvey, Stephanie.** *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8.* Stenhouse, 1998. This book shows how students can read expository text, engage in research, and write authentic nonfiction that is captivating, visual, and full of voice.

**Henry, Marcia K., Ph.D.** *Unlocking Literacy: Effective Decoding & Spelling Instruction.* Paul H. Brookes Publishing Company, 2003. This guide to teaching good reading and spelling skills offers a wide range of creative strategies for helping students learn, and a refresher course on language skills. It is designed for general and special educators of students from prekindergarten to middle school and beyond.

**Kelley, Michelle J. and Nicki Clausen-Grace.** *Comprehension Shouldn’t Be Silent: From Strategy Instruction to Student Independence.* IRA, 2007. Use the teaching ideas in this rich resource to improve your students reading comprehension. By nurturing meaningful talk about reading and learning, you can monitor and support students’ meta-cognitive use of strategies such as predicting, making connections, questioning, visualizing, and summarizing. A comprehensive breakdown of the components of each strategy helps you support learners from the introduction of a strategy to students’ independent use of it.

In these pages, you’ll learn how to set up the first six weeks of school for optimal success in reading instruction; promote conversations about books, specifically through literature circles, textbook circles, and R5 the authors unique independent reading block; address some of the common problems associated with independent reading, such as avoidance behaviors, fake reading, and inappropriate book selection; make each cognitive strategy more accessible to students. Throughout each chapter, you’ll read classroom transcripts as well as student samples and quotes that show the deep learning that occurs. Strategy chapters present numerous activities, and the appendixes contain a matrix that shows what activities can be used to teach each strategy, as well as numerous reproducible forms and graphic organizers.

**Kletzien, Sharon Benge and Mariam Jean Dreher.** *Informational Text in K–3 Classrooms: Helping Children Read and Write.* IRA, 2004. Increasing evidence shows that young children benefit from reading instruction that includes informational text. Educational organizations, U.S. state mandates, and standardized tests all call for children to effectively read information, yet emphasis on using story text with young readers persists in the early literacy community. Teachers who are unsure about how to integrate informational text into their instruction will find expert guidance in this book, which demonstrates the effectiveness of this
text in early reading instruction. Authors Kletzien and Dreher provide suggestions for developing classroom libraries and choosing quality informational text that can be used with all children in a variety of settings, such as inclusive classrooms and self-contained special education classrooms. The authors guide teachers in choosing informational books at appropriate reading levels for their students, featuring them in class read-alouds, and using them to teach comprehension, writing, and search strategies. Informational Text in K–3 Classrooms: Helping Children Read and Write provides ways in which teachers can strive for and maintain a more equal balance of fiction and informational text in the classroom.

Lesesne, Teri. Naked Reading: Uncovering What Tweens Need to Become Lifelong Readers. Stenhouse, 2006. For teachers, the tween years can be the best and worst of times. While some fourth to ninth graders come to see books as a lifeline for understanding a changing world, too many experience the “fourth-grade slump” – a marked decline in interest and achievement in reading. Without help, many become middle and high school students who have stopped reading for pleasure, and only slog through what is assigned. Lesesne draws on her extensive experience as a teacher and consultant to examine ways that educators can help interest kids in books and keep them reading during this crucial period.

McCormack, Rachel L. and Jeanne R. Paratore, editors. After Early Intervention, Then What? Teaching Struggling Readers in Grades 3 and Beyond. IRA, 2003. Even with effective early interventions, many students continue to need expert, intensive, and focused reading instruction well beyond the primary-grade years. Now, intermediate and middle school educators have a resource to help them develop instructional strategies for these struggling students. The contributors to this volume draw from research and classroom practice as they share strategies that work for children who struggle to read in grades 3-8. The chapters address the needs of children in a range of instructional settings such as general, special, and bilingual classrooms and learning contexts such as classroom, small group, individual, and tutorial. You’ll come away with a solid understanding of the current state of knowledge on struggling readers and the multiple pathways you can take to help them succeed.

McCormick, Sandra. Instructing Students Who Have Literacy Problems (5th Edition). Prentice Hall, 2006. Instructing Students Who Have Literacy Problems has long been valued because it covers both assessment and instructional strategies in a sound, research-based format. It reflects a balanced view of literacy instruction, comprehensively examining both word study and comprehension, and is the definitive research-based book in the field of assessment and diagnosis. Four complete chapters on literacy assessment detail timely information about formal and informal assessment procedures and make it an invaluable resource. This edition includes new English-language learner sections, more on No Child Left Behind and Reading First, information regarding special needs students, a segment on literacy coaches, and new fluency research and strategies sections.

Miller, Debbie. Reading with Meaning: Teaching Comprehension in the Primary Grades. Prentice Hall, 2002. This book is designed for teachers dedicated to producing thoughtful readers who read for meaning. Not only is it filled with helpful lesson ideas, but the arrangement of each chapter follows a scaffolded approach to help young readers engage and develop as lifelong readers. Miller shows teachers how to lay out the entire year. Included in this book are
chapters about schema building, mental images, inferring, questioning, non-fiction reading, and synthesizing. She focuses on one comprehension strategy in each chapter, including how to introduce it to students AND what children's books she considers "tried-and-true." At the end of each chapter, the author includes a list of children's book titles that all highlight the comprehension strategy perfectly for young children. The books are outstanding pieces of literature that children adore. Also, the lessons work well in a Reader's Workshop format. After instruction, students can get busy practicing reading from their own books by using what they learned right away.

Morrow, Lesley Mandel and Linda B. Gambrell. *Using Children's Literature in Preschool: Comprehending and Enjoying Books.* IRA, 2004. When a teacher reads aloud a good piece of children’s literature, children are exposed to much more than an oral rendition of a storybook. Reading aloud to young children is a critical aspect of their social, emotional, and intellectual development. This book, part of the Preschool Literacy Collection, will help you create a rich literature environment for fostering your preschoolers’ reading comprehension. Authors Lesley Mandel Morrow and Linda B. Gambrell explore the why and the how of using children’s literature in preschool. In addition to explaining why it is important to use children’s literature in preschool, the chapters show you how to design a classroom literacy center and read and tell stories to children, help preschoolers comprehend stories and understand concepts of books, integrate children’s literature and literacy activities in thematic instruction and in the content areas, and strengthen the home–school connection with activities that you can share with parents for increasing their use of children’s literature at home. The book also provides a glossary of specialized literacy terms to expand your professional knowledge and offers recommended children’s literature resources to support your instruction. Preschool teachers and administrators can use this book to develop the habit of sharing good literature with their preschoolers and make the most of the powerful benefits of reading aloud literature.

Oczkus, Lori D. *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension.* IRA, 2003. Reciprocal teaching is a technique based on teacher modeling, student participation, and four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. Although reciprocal teaching originally was designed for use with struggling readers, author Lori D. Oczkus offers innovative lessons aimed at improving the reading comprehension of all students. *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension* provides a practical classroom resource on reciprocal teaching that readers will find accessible and engaging. Chapter 1 describes each reciprocal teaching strategy in detail and suggests ways that teachers can overcome both difficulties that they may encounter when using this teaching technique and common problems that students have with using the strategies. Chapters 2–4 explain how to use reciprocal teaching in whole-class sessions, guided reading groups, and literature circles, respectively. Each of these chapters offers scaffolded lessons, mini-lessons, and reproducible forms for classroom teachers to use with students, and reflection questions for staff development. The appendixes provide a list of what teachers should observe when students work with the reciprocal teaching strategies, a student self-assessment for strategy usage, and instructions for conducting informal assessment interviews with students. This book will benefit classroom teachers and reading specialists working primarily with students in grades 2–6, and teacher educators, school administrators, and staff developers seeking successful reading comprehension strategies to share with teachers.


Pinnell, Gay Su and Irene C. Fountas. *The Continuum of Literacy Learning, Grades K-2: A Guide to Teaching.* Heinemann, 2007. Over their influential careers, Gay Su Pinnell and Irene Fountas have closely examined the literacy learning of thousands of students in the primary grades. In *The Continuum of Literacy Learning, Grades K - 2*, and its companion volume for grades 3 - 8, they combine everything they have learned about the development of readers, writers, and language users to create a comprehensive curriculum document for use as an assessment tool and as a guide for teaching. Now, with the flip of a page, you can quickly identify the literacy goals appropriate to each grade level, K - 2, and each text level, A - N, and determine the specific competencies any child has achieved along his or her literacy journey. *The Continuum of Literacy Learning, Grades K - 2* names and categorizes the behaviors and understandings students can be expected to demonstrate in kindergarten and first and second grades. Grounded in research and classroom experience, these helpful visual representations of goals for literacy in the primary grades allow you to analyze children's strengths and identify where they need teaching support in different instructional contexts. They describe specific behaviors to notice, teach, and support at each grade level.

Portalupi, Joann and Ralph Fletcher. *Nonfiction Craft Lessons: Teaching Information Writing, K-8.* Stenhouse, 2001. Gives teachers practical strategies to help students grow into strong writers of nonfiction. Concrete strategies are included that help students scaffold their ideas as they write.

Prior, Jennifer and Maureen R. Gerard. *Environmental Print in the Classroom: Meaningful Connections for Learning to Read.* IRA, 2004. Finally - a research-based resource that will help you use environmental print as an instructional literacy tool in your kindergarten classroom. This book provides environmental print play props and play activities; shows how to create an environmental print curriculum; describes print games, activities, and centers using environmental print; demonstrates how to use environmental print to assess students' print awareness and sight word vocabulary; and gives recommendations for helping parents assist their children in learning to read using environmental print. Although kindergarten students are the focus of the book, you also will find ideas for preschoolers and more advanced learners.

Raphael, Taffy E., Susan Florio-Ruane, MariAnne George, Nina L. Hasty, and Kathy Highfield. *Book Club Plus! A Literacy Framework for the Primary Grades.* IRA and Small Planet Communications, 2004. This research-based framework will enable you to 1) include substantive content in your literacy curriculum; 2) organize literacy activities and routines in a supportive manner; 3) build a classroom environment that meets the needs of all learners; 4) meet state and district standards while promoting a love of reading and learning. Additional resources
include lesson plans and schedules, theme-based unit guides, booklists, assessment resources, and reproducibles.

Resnick Lauren B. and Sally Hampton. Reading and Writing Grade by Grade, Revised Edition. IRA, 2009. This book is an indispensable tool for analyzing literacy skills and setting specific targets for learning for your kindergartners through third graders. Here you’ll discover what abilities and understandings children at each grade level K–3 can be expected to have about the print–sound code, comprehension, reading and writing habits, written genres, and language use and conventions. Along with thoughtful commentary and suggestions for instruction, the book and companion DVD include dozens of examples of children’s writing, samples of oral reading, and videos of children discussing books and following written directions. Drawn from real classrooms, these work samples show just what makes for competent performance in kindergarten through third grade. Part of the influential New Standards project, Reading and Writing Grade by Grade is informed by the best thinking of a committee of distinguished educators, including Lucy Calkins, Gay Su Pinnell, Rosalinda Barrera, Mary Ellen Giacobbe, P. David Peterson, and Dorothy S. Strickland.

Resnick, Lauren B. and Catherine E. Snow. Speaking and Listening for Preschool Through Third Grade, Revised Edition. IRA, 2009. Oral language lays the foundation for reading and writing and supports children as they explore books and experiment with expressing their thoughts. This book, with its accompanying DVD, shows what young children can do as they use language to learn.

Rog, Lori Jamison. Marvelous Minilessons for Teaching Beginning Writing, K–3. IRA, 2007. This practical resource provides 40 research-based, classroom-tested, and developmentally appropriate mini lessons for kindergarten through grade 3 - presented in the context of authentic writing experiences. You can use these lessons to teach students how to: generate and organize ideas before writing, and then turn their prewriting ideas into connected text; develop writing style by focusing on word choice, voice, and fluency; increasingly use conventional spelling, capitalization, punctuation, and grammar to produce more readable work; and revise their writing for clarity, style, and effectiveness. Also included are charts to help you decide which lessons suit your students' needs; language you might use when presenting the lessons to students; notes sections, where you can record and reflect on what works and what doesn't; and reproducibles.

Roser, Nancy L. and Miriam G. Martinez, editors, with Junko Yokota and Sharon O’Neal. What a Character! Character Study as a Guide to Literary Meaning Making in Grades K–8. IRA, 2005. Bring text and its meaning alive for your students! This collection brings together the perspectives of classroom teachers, researchers, and children’s book authors on the power of character study and how to use it to guide elementary- and middle-grade students through creating, reading, and comprehending text. The contributors evaluate character-rich books and offer instructional strategies that will help you become a more insightful teacher as you implement character study in your classroom.

instructional strategies, information about how to implement them in the classroom, and special instructions for using them with struggling readers. The strategies are easily adaptable to upper grade levels.

Strickland, Dorothy S., Kathy Ganske, and Joanne K. Monroe. *Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3–6.* IRA & Stenhouse Publishers, 2001. This book provides teachers, administrators, and staff developers with the best research-based practice on the literacy learning and teaching of low-achieving intermediate students. Drawing from a combined 40 years of classroom teaching experience, the authors explore the factors that contribute to success and failure in literacy and provide systematic and ongoing approaches for helping students who are most at risk. This great resource includes a "Strategy Bank" of more than 20 step-by-step practices, and extensive lists of children's books and sources of books, organized by purpose.

Tompkins, Gail E. *50 Literacy Strategies: Step-by-Step (3rd Edition) (Teaching Strategies Series).* Prentice Hall, 2008. The new edition of *50 Literacy Strategies: Step by Step* by Gail E. Tompkins is a conveniently organized resource for all elementary and middle school teachers, providing research-based and classroom-tested strategies to develop literacy skills. Everything you need to know to implement each strategy effectively and quickly is included in a consistent, easy-to-understand format. Each of the strategies outlines: *Instructional Focus:* whether the strategy develops phonemic awareness, phonics, fluency, vocabulary, comprehension, and/or writing *Grade Level:* whether the strategy is appropriate for k-2, 3-5 or 6-8*Scaffolding English Learners:* how the strategy is particularly appropriate, or how it can be adapted to better meet the needs of, English Learners*Step by Step:* as always, clearly outlined steps to implement the strategy*Why and When to Use the Strategy:* headings to determine why each strategy is appropriate and when it's best to choose each strategy*Authentic Student Samples:* to model the responses strategies will receive from students The strategies are organized alphabetically and numbered for easy reference. Inside the cover is an index grouping strategies by concept, providing another helpful guide to finding the strategy needed.

Tompkins, Gail E. *Literacy for the 21st Century: A Balanced Approach (4th Edition)* Prentice Hall, 2005. *Literacy for the 21st Century* is the number #1 reading book preferred by teacher educators, future teachers, and in-service teachers. The book continues to offer a balanced approach to literacy instruction, while providing clear look into successful literacy teaching. The new 4th Edition has been thoroughly revised to address the realities of today’s classroom and to provide invaluable practical resources.

Vukelich, Carol, James F. Christie, and Billie Jean Enz. *Helping Young Children Learn Language and Literacy: Birth Through Kindergarten (2nd Edition).* Allyn & Bacon, 2007. The unique focus of this book integrates constructivist learning, diversity, and instruction-based assessment, and helps translate principles into practice for teachers of early literacy. The book begins with a brief overview of the recent key national policies and initiatives that have had a significant impact on the teaching of reading and writing at the preschool level. Renowned and respected authors Vukelich, Christie, and Enz describe a continuum of approaches to reading instruction, ranging from emergent literacy to Scientifically-Based Reading Research. They also present their vision of a "blended" approach to teaching literacy that includes the best elements
of these diverging views. The authors end this introduction with a set of principles to guide the effective teaching of literacy in preschool and kindergarten classrooms. The first edition of our book was written in late 1990s and was heavily influenced by the emergent literacy perspective that was dominant at the time. This constructivist view maintains that the best way to teach early literacy is to provide settings and experiences that provide rich, meaningful experiences with language and print. Key emergent literacy strategies include extended classroom discourse, print-rich environments, shared reading, shared writing, and literacy-enriched play. We still believe that these strategies form the core of an effective early literacy program. However, over that past decade, a series of significant national educational events have impacted early literacy education, including the standards movement, No Child Left Behind legislation, and the use of scientifically-based reading research to make curricular and instructional decisions. The new second edition of our book reflects these important new trends and explains how this new skills-based approach to literacy instruction can be integrated with the earlier constructivist perspective. We advocate blending scientifically-based reading research with the emergent literacy perspective to create a 'value added' approach to language and literacy teaching and learning.

Witherell, Nancy, and Mary McMacken. *Graphic Organizers and Activities for Differentiated Instruction for Reading.* Teaching Resources, 2002. Includes organizers to build reading comprehension skills and reach every learner. Key skills covered include making predictions, identifying main ideas, using context clues, analyzing cause and effect, and many more. Each skill is paired with three student pages designed to support individual learning needs at three levels: introductory, intermediate, and challenging.

Young, Terrell A., editor. *Happily Ever After: Sharing Folk Literature With Elementary and Middle School Students.* IRA, 2004. As an instructional tool, folk literature can foster literacy, promote cultural awareness, and create connections with the content areas. Yet most of the professional literature on folklore addresses either the scholarly aspects of the genre or how teachers can encourage their students to read it. Few resources exist that provide teachers with a background about folk literature and how to use it in their classrooms. *Happily Ever After* fills that gap by offering ideas for teaching folklore as a literary genre to children in grades K-8. Rooted in contemporary views of reading and literature-based instruction, this collection of essays defines folk literature and its subgenres, provides strategies for incorporating folklore into and across the curriculum, and describes techniques for teaching students to write their own folk

Allen, Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4-12.* Stenhouse, 1999. Do your spend hours creating word lists and weekly vocabulary tests only to find that students have “forgotten” the words by the following week? *Words, Words, Words* describes the research that changed the way Janet Allen and many other teachers teach vocabulary. It provides educators with a strong research base, detailed classroom-based lessons, and graphic organizers to support strategy lessons. At a time when teachers are struggling to meet content standards in reading across the curriculum, this book offers practical solutions for meeting those standards in meaningful and lasting ways.

Buehl, Doug. *Classroom Strategies for Interactive Learning* (third edition). IRA, 2009. The updated edition of this top-selling title will help teachers develop students into purposeful thinkers and proficient readers by using classroom strategies that scaffold comprehension. Doug Buehl has completely revised his collection of literacy skill-building strategies to bring this edition more in line with today's thinking about reading comprehension. The stronger focus on gradual release of responsibility, meta-cognition, and what happens before, during, and after reading will get you thinking about how students can really own the strategies. Buehl has added 11 new, user-friendly strategies that can be adapted to a variety of ability levels. The format of the strategies remains the same, but you'll find a stronger emphasis on the rationale for each and a broader variety of content area classroom examples. The Strategy Indexes that accompany each strategy will assist you in your instructional planning and have been updated to include the strengths of each strategy in terms of instructional focus and comprehension processes.

Gallagher, Kelly. *Deeper Reading: Comprehending Challenging Texts, 4-12.* Stenhouse, 2004. This book shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension. Gallagher shares effective strategies which enable students to accept the challenge of reading difficult books, move beyond a first draft understanding of text, consciously monitor their comprehension as they read, employ fix-it strategies when comprehension starts to falter, use meaningful collaboration, think metaphorically, reach deeper levels of reflection, use critical thinking skills to analyze real-world issues.

Graves, Michael F. *Teaching Individual Words: One Size Does Not Fit All.* IRA and Teachers College Press, 2009. Helping students master a broad range of individual words is a vital part of effective vocabulary instruction. Building on his bestselling resource *The Vocabulary Book,* Michael Graves’ new book describes a practical program for teaching individual words in the K-8 classroom. Designed to foster effective, efficient, and engaging differentiated instruction, *Teaching Individual Words* combines the latest research with vivid illustrations from real classrooms. Get ready to bridge the vocabulary gap with this user-friendly teaching tool! Book Features include:
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Harvey, Stephanie. *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8.* Stenhouse, 1998. This book shows how students can read expository text, engage in research, and write authentic nonfiction that is captivating, visual, and full of voice.
Harvey, Stephanie and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding and Engagement*. Stenhouse, 2007. Since its publication in 2000, *Strategies That Work* has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. In this revised and expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons, extending the scope of the book and exploring the central role that activating background knowledge plays in understanding. Another major addition is the inclusion of a section on content literacy which describes how to apply comprehension strategies flexibly across the curriculum.


Kane, Sharon. *Literacy and Learning in the Content Areas* (2nd edition). Holcomb Hathaway Publishers, 2006. This second edition of *Literacy and Learning in the Content Areas* incorporates countless resources, including discussions of and book lists for children’s and young adult literature, primary sources, biographies, essays and poetry as well as resources about literacy and the art of teaching; numerous concrete examples and practical suggestions make it a valuable tool for teaching. Throughout, readers encounter the voices of adolescent learners, experienced and pre-service content area teachers, and leading content area figures discussing their own literacy and learning experiences. These resources, and the book's concrete examples and practical suggestions, will provide the knowledge, motivation, tools, and confidence for integrating literacy into content area classrooms.

Keene, Ellin, and Susan Zimmermann. *Mosaic of Thought*. Heinemann, 1997. Deals with the various skills that people must have to be proficient readers. It emphasizes the teaching of comprehension through a reading workshop.

McCormack, Rachel L. and Jeanne R. Paratore, editors. *After Early Intervention, Then What? Teaching Struggling Readers in Grades 3 and Beyond*. IRA, 2003. Even with effective early interventions, many students continue to need expert, intensive, and focused reading instruction well beyond the primary-grade years. Now, intermediate and middle school educators have a resource to help them develop instructional strategies for these struggling students. The contributors to this volume draw from research and classroom practice as they share strategies that work for children who struggle to read in grades 3-8. The chapters address the needs of children in a range of instructional settings such as general, special, and bilingual classrooms and learning contexts such as classroom, small group, individual, and tutorial. You'll come away with a solid understanding of the current state of knowledge on struggling readers and the multiple pathways you can take to help them succeed.

Marzano, Robert, Debra Pickering, and Jane Pollock. *Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement*. Association for Supervision and Curriculum Development, 2001. The authors examined decades of research findings to distill the results into nine broad teaching strategies that have positive effects on student learning. The book includes extended classroom examples of teachers and students in action, models of successful instruction, and many other ideas to help teachers plan and implement strategies.

Pinnell, Gay Su and Irene C. Fountas. *The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support*. Heinemann, 2007. Gay Su Pinnell and Irene Fountas understand that a high-quality curriculum is the important first step toward good teaching and successful learning. Good curriculum comes from knowing what students can do, can almost do, and need to learn how to do as readers, writers, and language users. In *The Continuum of Literacy Learning, Grades K - 8* they combine everything they have learned about literacy development to create a powerful tool that enables curriculum coordinators and literacy specialists to observe teaching and learning, to plan responsive instruction, and to ensure consistency across buildings, grades, or classrooms.


Stephens, Elaine and Jean Brown. *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas*. Christopher-Gordon, 2000. The authors provide teachers with strategies for integrating reading and writing as tools for learning in the content areas.

Alvermann, Donna E., Stephen F. Phelps, Victoria Ridgeway Gillis. *Content Area Reading and Literacy: Succeeding in Today's Diverse Classrooms* (5th Edition). Allyn and Bacon Publishing, 2006. A continuing best-seller, *Content Area Reading and Literacy*, Fifth Edition, equips pre-service and in-service teachers to teach content area literacy in an era of high accountability and provides in-depth and integrated attention to the needs of students from diverse cultural and language backgrounds. In a time when high-stakes testing, standards, and scientifically based reading research are driving the field, Alvermann, Phelps and Ridgeway include a new focus and greater emphasis on helping teachers and students meet their schools' annual yearly progress plans. More classroom-tested and research-based teaching and learning strategies to use in all core areas (e.g., math, science, English/language arts, social sciences) have been included in all chapters. In addition, current trends in technology and multimedia use have been highlighted as well as ideas for increasing students' motivation to learn (e.g. engaging them in more in-depth learning of content and developing their sense of self-efficacy). Finally, it provides updates on many state and federal initiatives affecting adolescent literacy instruction (including the new Striving Readers Initiative, NCLB, literacy coaches, content standards, and so on).

Barton, Mary Lee and Deborah Jordan. *Teaching Reading in Mathematics*. Mid-Continent Research for Education and Learning, 2001. Instructional strategies from *Teaching Reading in


Compton-Lilly, Catherine, editor. *Breaking the Silence: Recognizing the Social and Cultural Resources Students Bring to the Classroom*. IRA, 2009. The standards-based initiatives that dominate educational policy and practice today typically focus only on the surface skills of reading, thus isolating teaching and learning from the social and cultural contexts that are a part of every classroom. Fortunately, in this excellent volume edited by Catherine Compton-Lilly, you will enter classrooms in which literacy is treated as more than just a set of skills, and discover solutions and possibilities for providing culturally responsive teaching. You'll learn how to create classrooms that reflect and honor the social and cultural worlds of children, how to make instruction relevant to your students, and how to create home-school partnerships with diverse families. Especially helpful are a rich variety of practical resources that you can use in your classroom: examples and vignettes from actual classrooms that illustrate how you can apply the insights from each chapter to your daily instruction; a 'Recommendations for Educators and Classroom Applications’ section that translates theory to practice for busy teachers; a list of suggested resources; and, sidebars with tips and recommendations to use immediately with your students.

Graves, Michael F. *The Vocabulary Book: Learning & Instruction*. Teachers College Press, IRA, and the National Council of Teachers of English, 2006. This text presents a comprehensive plan for vocabulary instruction from kindergarten through high school - one broad enough to instruct students with small vocabularies, exceptional vocabularies, and every child in between. Written by one of the top experts in the field, this practical book presents a research-based program with plenty of classroom examples and strategies that teachers can use. The comprehensive plan includes four parts: rich and varied language experiences, teaching individual words, teaching word learning strategies, and fostering word consciousness.

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms*. Association of Supervision and Curriculum Development, 2001. Offers field-tested strategies that teachers can use to differentiate instruction. Shows how to use students’ readiness levels, interests, and learning profiles to address student diversity.