

Reading:

Recent Resources

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Stewart Resources Centre

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016.813 S659

Smith, Sharron. **Canadian fiction : a guide to reading interests.** Westport, CT : Libraries Unlimited, 2005. Notes: This guide provides an overview of Canadian fiction, covering more than 650 popular titles - mainstream and genre fiction - most published within the past decade. The guide categorizes mainstream titles according to primary appeal features (language, character, setting, and story), and identifies the secondary appeal when there is one. Genre fiction, covered in a separate section, is organized according to standard genres (fantasy, romance, etc.), with subdivisions for subgenres and themes. For each title, bibliographic information and a brief annotation is provided. Subjects are listed, along with awards, and an indication of whether the title is appropriate for book groups. A "read on" section with references to some 2,400 titles, leads you to titles with similar features.

021.7 K24

Keane, Nancy J. **The tech-savvy booktalker : a guide for 21st-century educators.** Westport, CT : Libraries Unlimited, 2008. Contents: Grades 6-12. Here are ideas and instructions for integrating technology into your presentations, and using booktalks to launch learning across the curriculum.

027.8 G862

Grimes, Sharon. **Reading is our business : how libraries can foster reading comprehension.** Chicago, IL : American Library Association, 2006. Notes: This book includes a unique seven-step reading strategy. Each step is illustrated by actual classroom examples for teaching students how to understand what they read and is supplemented with age-appropriate author and book lists. Sample worksheets and computer activities make the process easy to replicate and help to break down reading comprehension into its component parts for learners to whom reading doesn't come naturally.

028.55 A648

Appleman, Deborah. **Reading for themselves : how to transform adolescents into lifelong readers through out-of-class book clubs.** Portsmouth, NH : Heinemann, 2006. Notes: Grades 9-12. This book provides a theoretical rationale for starting out-of-school book clubs and practical strategies for nurturing them. The author shows you how book clubs simultaneously give teenagers a positive reading experience and give you insights about their reading and useful information for instruction. With numerous examples drawn from student book clubs, the author offers suggestions for: helping reluctant readers become enthusiastic, lifelong readers; giving students a structure within which to discover an extracurricular reading life as they make the transition toward adulthood; using alternative instructional practices to encourage students as they read; understanding how gender affects literacy practices and how it can inform your teaching practices.

028.55 K73

Knowles, Elizabeth. **Boys and literacy : practical strategies for librarians, teachers, and parents.** Westport, CT : Libraries Unlimited, 2005. Notes: This book explores the facts and research on the topic and furnishes annotations of current, relevant journal and magazine articles. It gives strategies for making changes in the classroom and the home to help improve the literacy of boys and includes suggestions based on current brain research. Chapters focusing on genres of particular interest to boys (horror, adventure, science fiction, war, fantasy, mysteries, etc.) include information, annotated journal articles, general discussion questions, at least ten book annotations, and a list of additional titles for each genre.

028.55 L628

Lesesne, Teri S. **Making the match : the right book for the right reader at the right time, grades 4-12.** Portland, ME : Stenhouse Publishers, 2003. Notes: The author focuses on three areas that will assist teachers and librarians in steering students to the literature they love: knowing the readers - discussion of important theories in the development of adolescents (mentally, physically, morally, socially) and how that information helps educators to reach these kids with books; knowing the books - examination of the various forms, formats, and genres that YA literature has to offer, as well as what special challenges educators face when selecting quality nonfiction or realistic fiction, and the role picture books can play in this process; and knowing the strategies - an overview of concrete ideas for motivating students to read including reading aloud, booktalking, alternatives to traditional book reports, and literature circles.

028.55 Q6

Quick and popular reads for teens. Chicago, IL : American Library Association, 2009. Notes: This book compiles bibliographic information about the books honored by Popular Paperbacks for Young Adults and Quick Picks for Reluctant Readers.

302.2244 L347

Lassonde, Cindy. Tucker, Kristine C. **Literacy leadership handbook : best practices for developing professional literacy communities.** Boston : Pearson, 2014. Notes: This book presents clear advice and guidelines for fostering collaboration among colleagues, improving teacher effectiveness by involving teachers as learners, and engaging teachers in planning for their own growth and development. Included are contributions from classroom teachers across grade levels, literacy coaches and reading specialists working in school districts, representatives from outside agencies, teacher educators, administrators, and parents in both urban and rural school settings.

370.115 S481

Serafini, Frank. **Reading the visual : an introduction of teaching multimodal literacy.** New York : Teachers College Press, 2014. Notes: This book provides theoretical, curricular, and pedagogical frameworks for teaching a wide-range of visual and multimodal texts, including historical fiction, picture books, advertisements, websites, comics, graphic novels, news reports, and film. Each unit of study presented contains suggestions for selecting cornerstone texts and visual images and launching the unit, as well as lesson plans, text sets, and analysis guides. These units are designed to be readily adapted to fit the needs of a variety of settings and grade levels.

370.152 S725

Sousa, David A. **How the brain learns to read.** Thousand Oaks, CA : Corwin, 2014. 2nd ed. Notes: The second edition's new features include: a new chapter on how to teach for comprehension, much more on helping older struggling readers master subject-area content, ways to tailor strategies to the unique needs of struggling learners, and key links between how the brain learns spoken and written language.

370.78 D637 2006

Darke, Joni. **READ : an after school reading program.** Saskatoon, SK : Dr. Stirling McDowell Foundation, 2006. Notes: Project #149. The purpose of this research project was to

document relevant information about an after school reading program. The program, known by the acronym, READ, was developed in 1999 by educators to provide additional opportunities for pleasurable and non-pressured reading time for selected primary grade students.

371.3 B928

Buehl, Doug. **Classroom strategies for interactive learning.** Newark, DE : International Reading Association, 2013. 4th ed. Notes: The author will help you: understand the research base for comprehension strategies in content classrooms, learn how to tap into students' background knowledge to enhance comprehension of complex texts and build new knowledge, show learners how to question a text, and teach reading and thinking through a disciplinary lens.

371.3 P314

Patrick, Helen. Mantzicopoulos, Panayota. **Engaging young children with informational books.** Thousand Oaks, CA : Corwin, 2014. Notes: This book bridges the gap between educational psychology theory and classroom practice. Specific objectives give teachers and teacher-trainees access to current advances in research and theory on human learning, teaching, and instruction in an easily understood and usable form.

371.33 L745

Linder, Rozlyn. **Chart sense : common sense charts to teach 3-8 informational text and literature.** Atlanta, GA : Literacy Initiative, 2014. Notes: This book is an invaluable guide for novice or veteran reading teachers who want authentic visuals to reinforce and provide guidance for reading skills. Organized in a simple, easy-to-use format, the author shares multiple charts for every reading informational text and literature standard.

371.33 N935

Novak, Ryan J. **Teaching graphic novels in the classroom. Grades 7-12 : building literacy and comprehension.** Waco, TX : Prufrock Press, 2014.

371.337 P662

Pioneering literacy in the digital wild west :empowering parents and educators. S.l. : The Campaign for Grade-Level Reading, 2012. Notes: Digital apps designed to teach young children to read are an increasingly large share of the market, but parents and educators have little to no information about whether and how they work. The Campaign worked with experts in early literacy and technology at the New America Foundation and the Joan Ganz Cooney Center at Sesame Workshop to create a report that scans the market of digital products and shares promising practices and programs.

371.9 W467

Wendling, Barbara J. Mather, Nancy. **Essentials of evidence-based academic interventions.** Hoboken, NJ : John Wiley and Sons, 2009.

371.9144 F468

Fiester, Lelia. **Don't dys our kids : dyslexia and the quest for grade-level reading proficiency.** S.l. : Tremaine Foundation, 2013. Notes: This report provides a far-reaching overview of the history and progress in understanding and meeting the needs of children with

dyslexia, as well as the persisting challenges that must be overcome, to ensure that all students can read proficiently by the third grade. The report also highlights best practices and examples of solutions that are already working in communities.

371.9144 S733

Spafford, Carol A. **Dyslexia and reading difficulties : research and resource guide for working with all struggling readers.** New York : Pearson Education, 2005. Notes: Demonstrates how teachers can create a social network of support while nurturing the development of individual resiliency so that students with dyslexia can lead successful and fulfilling lives. This book contains: practical information and tools for diagnosing dyslexia and reading disabilities and for documenting this information for school records; The Essential 500 Word Reading List; a dyslexia screening checklist and summary with terminology easily referenced and explained for teachers and parents; several assessment tools to give teachers ongoing information about a student's literacy development and progress in reading and writing.

371.926 B458

Bender, William N. **Differentiating instruction for students with learning disabilities : new best practices for general and special educators.** Thousand Oaks, CA : Corwin Press, 2012. 3rd ed. Notes: By weaving together differentiated instruction, Response to Intervention, and educational technology, educators can increase achievement among students with learning disabilities and also foster the development of 21st-century skills. This guide offers: specific strategies for differentiating instruction within an RTI framework; strategies for using technology to instruct and assess students with learning disabilities; teaching tips and concrete examples of brain-friendly instruction; guidance on a range of supportive instructional techniques; additional strategies based on the latest research in metacognition; and up-to-date techniques, such as using flipped classes and wikis, to enhance learning in general and special education settings.

372 I59

Instructional strategies for improving students' learning : focus on early reading and mathematics. Charlotte, NC : Information Age, 2012.

372.4 B262

Barnhouse, Dorothy. Vinton, Vicki. **What readers really do : teaching the process of meaning making.** Portsmouth, NH : Heinemann, 2012.

372.4 B347

Baumann, Nancy L. **For the love of reading : guide to K-8 reading promotions.** Santa Barbara, CA : Libraries Unlimited, 2013.

372.4 C182

Cameron, Schyrlet. Myers, Suzanne. **Reading. Informational text learning stations. Grades 6-8.** Greensboro, NC : Mark Twain Media, 2013. Notes: This book is perfect for centre activities, whole class instruction, or individual assignments. Topics include organizational text structure, bias and point of view, citing evidence.

372.4 C182

Cameron, Schyrlet. Craig, Carolyn. **Understanding informational text features. Grades 6-8.** Greensboro, NC : Mark Twain Media, 2013. Notes: This book is designed to help students more easily navigate the world of nonfiction reading, and focuses on common text features such as type, index, glossary, table of contents, captions, and charts.

372.4 D858

Duffy, Gerald G. **Explaining reading : a resource for explicit teaching of the common core standards.** New York : Guilford Press, 2014. 3rd edition.

372.4 G339

Gentry, J. Richard. **Breakthrough in beginning reading and writing : the evidence-based approach to pinpointing students' needs and delivering targeted instruction.** [Book and DVD] New York : Scholastic, 2007. Notes: This book is divided into two parts, and is accompanied by a DVD. In Part One, supported by rich examples from real children, the author delineates a sequence of five code-breaking phases that all beginning readers and writers go through: operations without letter knowledge, operations with letters but without sounds, operations with partial phonemic awareness, operations with full phonemic awareness, and operations with full code and chunking knowledge. The DVD shows you how to apply what you've learned in Part One to meet the needs of your own readers and writers. On the DVD, the author shows you how to determine which phase a child is in, how to pinpoint his or her needs, and how to design custom-fit instruction that builds on the skills the student has demonstrated. In Part Two of the book, the author illuminates our understanding of the reciprocal nature of reading and writing development, suggests promising new directions for Reading Recovery, and provides fresh insights into the decades-old debate between phonics-first and meaning-based approaches to beginning reading instruction.

372.4 H868

Hoyt, Linda. **Navigating informational texts : easy and explicit strategies, K-5.** [DVD] Portsmouth, NH : Heinemann, 2007. Notes: Linda Hoyt and her colleagues show you how to infuse informational texts into read alouds, guided reading, and guided writing. Most important, they offer easy and explicit strategies to help you to: make informational texts inviting to all learners; teach reading skills across content areas; and attend to the needs of English language learners. Grades K-5.

372.4 M161

McLaughlin, Maureen. **Enseigner la compréhension en lecture : un modèle de compréhension.** [Book and CD-ROM] Montreal, PQ : Chenelière/McGraw-Hill, 2010. Notes: Text in French. Traduction de: Guided comprehension : a teaching model for grades 3-8.

372.4 M647

Miller, Debbie. Moss, Barbara. **No more independent reading without support.** Portsmouth, NH : Heinemann, 2013.

372.4 R287

Reading assessment : artful teachers, successful students. Urbana, IL : NCTE, 2013. Notes: Through case studies of individual students and lively portraits of elementary classrooms, this book explores how artful pre-K-5 teachers come to know their students through assessment and use that knowledge to customize reading instruction. Throughout the book, the educators profiled work together to take personal and professional responsibility for knowing their students and ensuring that every child becomes a successful reader. The teachers detail the assessment tools they use, how they make sense of the data they collect, and how they use that information to inform instruction.

372.4 R523

Richardson, Jan. **The next step in guided reading.** New York : Scholastic, 2009. Notes: The author has identified the essential components of an effective guided reading lesson: targeted assessments, data analysis that pinpoints specific strategies students need, and the use of guided writing to support the reading process. This book provides detailed lessons for readers at all grade levels and at all reading stages from emergent through proficient.

372.4 R543

Riddle, Johanna. **Engaging the eye generation : visual literacy strategies for the K-5 classroom.** Portland, ME : Stenhouse, 2009. Notes: Today's students must learn how to interpret and communicate information through a variety of digital and print-based media formats, using imagery, online applications, audio, video, and traditional texts. The author suggests enhancements ranging from low-tech to high-tech and explains how teachers, even those with limited technology skills, can effectively guide students to proficiency.

372.4 S768

Sprengr, Marilee. **Wiring the brain for reading : brain-based strategies for teaching literacy.** San Francisco, CA : Wiley, 2013. Notes: This book introduces teachers to aspects of the brain's functions that are essential to language and reading development. The author provides practical, brain friendly, strategies for teaching essential skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension.

372.4 U85

Using guided reading to strengthen students' reading skills Grades 3-6. [DVD] Bellevue, WA : Bureau of Education and Research, 2004. Notes: Demonstrates how to work with students in guided reading settings. From lesson introductions through lesson conclusions, they share practical, classroom-proven ideas and techniques for increasing students' literacy learning and deepening their understanding of text.

372.4 W678

Wilhelm, Jeffrey D. **Reading unbound : why kids need to read what they want and why we should let them.** New York : Scholastic, 2014. Notes: The book is divided into two parts: Part One provides an in-depth exploration of the nature and variety of the pleasure avid adolescent readers experience through their out-of-school reading. Part Two identifies and explains the genres teen readers most enjoy - romance, vampires, dystopian fiction, and science fiction / fantasy. The authors explore what we can learn from teens' pleasure reading and the implications for instruction.

372.409 W854

Wolf, Maryanne. **Proust and the squid : the story and science of the reading brain.** New York : HarperCollins, 2007. Notes: The author chronicles the remarkable journey of the reading brain not only over the past five thousand years, since writing began, but also over the course of a single child's life, showing in the process why children with dyslexia have reading difficulties and singular gifts.

372.41 F646

Fluency instruction : research-based best practices. New York, NY : Guilford Press, 2012. 2nd ed. Notes: Innovative approaches to instruction and assessment are described and illustrated with vivid examples from K-12 classrooms.

372.41 F771

Fountas, Irene C. Pinnell. Gay Su. **Guided reading.** [DVD] Portsmouth, NH : Heinemann, 2005. Notes: Essential Elements, the first part of the DVD, lets you watch guided reading lessons as they unfold. You'll observe how teachers introduce a text, support children as they read orally and silently, discuss text meaning, use "teaching points" to reinforce effective reading strategies, revisit the text to extend meaning, and conduct word work as needed. In the second part, The Skillful Teacher, Fountas, Pinnell, and the teachers examine how to plan and organize for guided reading lessons. They discuss how to meet the needs of individual readers in their groups and teach for effective reading strategies.

372.41 F893

Frey, Nancy. **Reading for information in the elementary school : content literacy strategies to build comprehension.** Upper Saddle River, NJ : Pearson Merrill Prentice Hall, 2007. Notes: Grades K-5. Because the bulk of any student's school career is spent reading informational texts - textbooks, reference materials, nonfiction trade books - developing strong skills in reading for information is essential to all students' success. Research has shown that, unfortunately, many students enter the intermediate grades with little ability to glean the necessary information from these texts. This book was written to give teachers the tools they need to lay an educational foundation that promotes students' success with informational texts throughout their school careers. Packed with research-based, classroom-proven strategies, this text follows a before-, during-, and after-reading format that models the most effective approach to reading for information, focusing on the processes required to develop content literacy.

372.41 H392

Hawken, Jill. **Foundations for literacy : an evidence-based toolkit for the effective reading and writing teacher.** [Book and DVD] London, ON : Canadian Language and Literacy Research Network, 2009. Notes: This toolkit is intended for teachers, teacher trainers and for pre-service training and professional development programs. The kit presents evidence-based strategies on effective reading instruction so that teachers can better help children develop the literacy skills needed to succeed in school and life. The accompanying DVD-ROM includes PowerPoint presentations on the key ideas of the kit, video clips of classroom demonstration and interviews with expert Canadian researchers about recent research findings.

372.41 P552

Philippot, Raymond. **Fostering comprehension in English classes : beyond the basics.** New York : Guilford Press, 2009. Notes: This guide gives middle and secondary English teachers the tools they need to improve the comprehension skills of all their students. Core chapters explain specific practices for fostering learning from texts; leading students to a thorough, lasting understanding of subject matter; nurturing meaningful responses to literature; explicitly teaching comprehension strategies; and engaging students in higher-order thinking. Throughout, attention is given to building comprehension skills in a diverse range of students, from high achievers to struggling readers and English language learners.

372.41 R523

Richardson, Jan. **Next step guided reading in action. Grades K-2.** [Book, DVD, and CD-ROM] New York : Scholastic, 2013. Notes: The author leads targeted lessons that accelerate reading growth for K–2 students. She demonstrates exactly how to plan, teach, check for understanding, and reteach. An easy-to-use View and Do guide helps teachers put what they've seen right into action.

372.41 R523

Richardson, Jan. **Next step guided reading in action. Grades 3 and up.** [Book, DVD, and CD-ROM] New York : Scholastic, 2013. Notes: Learn how to conduct targeted lessons that accelerate growth for readers in grades 3 and up. Use assessment data to plan lessons and make teaching moves that give students the strategies they need to know to boost comprehension and tackle increasingly complex texts. Includes correlation to CCSS.

372.41 S587

Silver, Harvey F. **Reading for meaning : how to build students' comprehension, reasoning, and problem-solving skills.** Alexandria, VA : ASCD, 2010. Notes: This guide focuses on Reading for Meaning, a reading and reasoning strategy that helps students understand new ideas, make inferences, and support their thinking with evidence.

372.41 W373

Weber, Elaine M. Nelson, Barbara A. **Guided highlighted reading : a close-reading strategy for navigating complex text.** Gainesville, FL : Maupin House Pub., 2012. Notes: This resource uses prompts - not questions - to build competency with difficult and complex text for four close-reading purposes for any content area: reading comprehension, author's craft, tier II vocabulary acquisition, and answering multiple-choice questions. Grades 4-12.

372.412 T477

Thompson, Terry. **Adventures in graphica : using comics and graphic novels to teach comprehension, 2-6.** Portland, ME : Stenhouse Publishers, 2008. Notes: English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). The author shows how this medium fits into the literacy framework and correlates with best practices in comprehension, vocabulary, and fluency instruction. Adventures in Graphica contains numerous, easy-to-replicate, instructional strategies, including examples of how graphic texts can be used to create a bridge as students transfer abstract comprehension strategies learned through comics and graphic novels to traditional texts.

372.416 N526

Nevills, Pamela. **Build the brain for reading, grades 4-12.** Thousand Oaks, CA : Corwin, 2011. Notes: Engage students' brains with state-of-the-art literacy strategies. This reference infuses the most current neurology research into concrete steps for targeted, developmentally appropriate reading instruction.

372.4162 B525

Berne, Jennifer. **Responsive guided reading in grades K-5 : simplifying small-group instruction.** New York, NY : Guilford Press 2010. Notes: This book presents an innovative approach to guided reading that is manageable even for teachers who are new to small-group, differentiated reading instruction. Numerous classroom examples illustrate how to organize groups and select suitably challenging materials, structure group sessions, provide scaffolding and cues while listening to students read, and balance small-group with whole-class instruction.

372.4162 P337

Pavelka, Patricia. **Guided reading management : structure and organization for the classroom (1-4).** East Lyme, CT : Husky Trail Press, 2010.

372.4162 R721

Rog, Lori Jamison. **Guiding readers : making the most of the 18-minute guided reading lesson.** Markham, ON : Pembroke Publishers, 2012. Notes: This practical book introduces a range of specific reading strategies and processes that lead students to access increasingly sophisticated text. It includes collections of lessons for emergent, early, developing, and fluent readers, as well as struggling readers in the upper grades. Detailed and comprehensive, the book champions an integrated system of guiding readers that involves both fiction and nonfiction, as well as the texts that surround students in and out of school: websites, directions, instructions, schedules, and signs.

372.4162 R721

Rog, Lori Jamison. **Struggling readers : why band-aids don't stick and worksheets don't work.** Markham, ON : Pembroke Publishers, 2014. Notes: The classroom-tested strategies in this insightful book show teachers how to give struggling readers what they really need. Designed for students in grades 3-9, this book delivers advice on teaching that targets students' needs, and offers kids opportunities to read texts that they can and want to read. It highlights explicit instruction and guided practice in comprehension. Most importantly, the book also illustrates ways to help students build confidence in themselves as readers, writers, and thinkers.

372.43 C777

Cooper, J. David. **The struggling reader : interventions that work.** New York : Scholastic 2006. Notes: Grades K-8. Covering the most important aspects of literacy - oral language, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and writing - the authors organize the interventions around a classroom-tested framework for assessing students, diagnosing their needs, teaching them based on findings, and reassessing them to determine whether more instruction, practice, or application are needed.

372.43 J68

Johnson, Pat. **Catching readers before they fall : supporting readers who struggle, K-4.** Portland, ME : Stenhouse Publishers, 2009. Notes: The authors explain and describe the complex integrated network of strategies that goes on in the minds of proficient readers - strategies that struggling readers have to learn in order to construct their own reading processes. The examples and scenarios of teacher/student interactions in this book provide a sense of how it looks and what it sounds like to teach strategic actions to struggling readers.

372.43 L431

Lazar, Joan. **Now I get it! : teaching struggling readers to make sense of what they read.** New York : Scholastic, 2010. Notes: Grades 2-6. A collection of research-based lessons that enable teachers to match specific strategies with students' needs in reading comprehension, fluency, and word study.

372.43 L622

Lesaux, Nonie K. Marietta, Sky H. **Making assessment matter : using test results to differentiate reading instruction.** New York : Guilford Press, 2012.

372.43 M579

Mesmer, Heidi Anne E. Mesmer, Eric. **Reading intervention in the primary grades : a common-sense guide to RTI.** New York : Guilford Press, 2014. Notes: This book provides a blueprint for planning, delivering, and evaluating small-group interventions for struggling readers in PreK-2. It describes how to set up an efficient response-to-intervention (RTI) system that enhances any reading program already in place in a classroom. Presented are dozens of easy-to-implement Tier 2 intervention activities in the areas of letter learning, decoding, and fluency, complete with reproducible goal-setting sheets and fidelity checklists.

372.44 C653

Cobb, Charlene., and Blachowicz, Camille L. Z. **No more "look up the list" vocabulary instruction.** Portsmouth, NH : Heinemann, 2014.

372.44 G199

Ganske, Kathy. **Word journeys :assessment-guided phonics, spelling, and vocabulary instruction.** New York : Guilford Press, 2014.

372.454 H682

Hobbs, Nancy. **Personalized reading : it's a piece of PIE.** Santa Barbara, CA : Libraries Unlimited, 2011. Notes: PIE = Personalized Independent Enrichment. This guidebook provides teachers and librarians with methods for collaboratively teaching elementary students to select books they will enjoy and which will further their personal growth and information literacy. Utilizing the PIE program will teach students to make selections at an appropriate reading level, expand from choosing titles in the same genre or from the same author, and recognize and abandon a book of low interest to them.

372.462 O18

O'Connor, Rollanda E. **Teaching word recognition : effective strategies for students with learning difficulties.** New York : Guilford Press, 2007. Notes: English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English

language arts grade 4 (2010). English language arts grade 5 (2010). This book synthesizes the research on how children learn to read words skillfully and translates it into step-by-step strategies for the classroom. The author demonstrates how to plan and implement a coordinated series of lessons that address letter-sound pairings, decoding and blending, multisyllabic words, sight words, and fluency. The proven techniques presented are applicable across the primary grades; in addition, specific guidance is offered for working with older children who are having difficulties.

372.465 F791

Fox, Barbara J. **Word identification strategies : building phonics into a classroom reading program.** Boston, MA : Pearson, 2012. 5th ed. Notes: This book looks at such topics as: how the word recognition process unfolds as children learn to read in the elementary school, why and how to teach different strategies as children develop as readers and spellers, best practices for teaching, how children learn and use the letter-sound patterns of phonics, and the contribution that multiletter chunks (prefixes, suffixes, syllables, and Greek and Latin roots) make to learning new words.

372.465 G199

Ganske, Kathy. **Word sorts and more : sound, pattern, and meaning explorations K-3.** New York : Guilford Press, 2006. Notes: This book contains more than 200 word, picture, and letter sorts, ready to photocopy and use in K-3 classrooms. Provided are engaging categorization activities that span the stages of emergent, letter name, and within word pattern spelling. Also featured are decoding activities, assessment materials, tips from other teachers, recommended links to children's literature, and strategies for working with diverse students, including English-language learners and struggling older readers.

372.465 L987

Lynch, Judy. **Making word walls work.** New York : Scholastic, 2005. Notes: Grades K-2. Use word walls effectively and efficiently to build students' reading and writing skills. Weekly lessons and routines show how to introduce and review words all year long. Includes 200 word wall words - specifically chosen for each grade level - that are ready to reproduce.

372.465 S917

Strickland, Dorothy S. **Learning about print in preschool : working with letters, words, and beginning links with phonemic awareness.** Newark, DE : International Reading Association, 2004.

372.47 A427

Allen, Mary Beth. **Fresh takes on centers. Reading comprehension.** New York : Scholastic, 2010. Notes: Grades 3-5. A mentor teacher shares easy and engaging centers for comprehension strategies, vocabulary, and fluency to help students become confident and capable readers.

372.47 A865

Athans, Sandra K. **Fun-tastic activities for differentiating comprehension instruction, grades 2-6.** Newark, DE : International Reading Association, 2010.

372.47 B262

Barnhouse, Dorothy. **Readers front and center : helping all students engage with complex texts.** Portland, ME : Stenhouse Publishers, 2014.

372.47 B725

Booth, David W. **It's critical : classroom strategies for promoting critical and creative comprehension.** Markham, ON : Pembroke Publishers, 2008. Notes: This book features models of literacy practices from forty teachers. These best practices include using book talks, graphic texts, storytelling, writing, inquiry, the arts, and media. This resource explores the power of language and persuasion to help students critically examine and negotiate the underlying meaning in texts, consider the purpose, and appreciate that each text represents a particular point of view.

372.47 B792

Boyles, Nancy N. **That's a great answer! : teaching literature-response strategies to elementary, ELL, and struggling readers.** Gainesville, FL : Maupin House, 2011. 2nd ed. Notes: This book provides support to help teachers get great answers to open-ended comprehension questions from the students who need help the most - elementary students, struggling older readers, and English language learners. The author's ready-to-go student scaffolds break comprehension objectives into 53 specific, measurable, open-ended questions divided among four thinking strands.

372.47 B881

Brown, Rachel. Dewitz, Peter. **Building comprehension in every classroom : instruction with literature, informational texts, and basal programs.** New York : Guilford Press, 2014.

372.47 B925

Buckner, Aimee E. **Notebook connections : strategies for the reader's notebook.** Portland, ME : Stenhouse Publishers, 2009. Notes: The author talks about reader's notebooks where students document, explore, and support their thinking about a text without every entry being judged for reading progress.

372.47 C518

Cheney, Martha. **Read and understand with leveled texts. Grade 4.** Monterey, CA : Evan-Moor, 2010.

372.47 C521

Cherry-Paul, Sonja. Johansen, Dana. **Teaching interpretation : using text-based evidence to construct meaning.** Portsmouth, NH : Heinemann, 2014.

372.47 C973

Cunningham, Patricia M. Hall, Dorothy P. **Comprehension during guided, shared, and independent reading. Grades K-6.** Greensboro, NC : Carson-Dellosa, 2011. Notes: Through teacher-led, cooperative group, and strategy-based models, the authors identify the comprehension strategies, materials, types of literature, text structures, and multiple skills essential for a learning-filled environment. They provide step-by-step lesson frameworks and cues on how a classroom should look when students are actively engaged.

372.47 C976

Current, best strategies for teaching reading comprehension : part I, making connections, summarizing, and questioning : grades K-2. [DVD and book] Bellevue, WA : Bureau of

Education and Research, 2007. Notes: In this video training program you will see Mary Beth Allen and other experienced primary-grade educators using research-based, classroom-proven strategies and activities to strengthen young students' reading comprehension. You'll observe teachers explaining, modeling, and actively engaging students with questions and prompts during read-aloud, shared reading, and guided reading lessons.

372.47 C976

Current, best strategies for teaching reading comprehension : part II, predicting and inferring, visualizing, and determining important content in informational text : grades K-2. [DVD and book] Bellevue, WA : Bureau of Education and Research, 2007. Notes: In this video training program you will see Mary Beth Allen and other experienced primary-grade educators using research-based, classroom-proven strategies and activities to strengthen young students' reading comprehension. You'll observe teachers explaining, modeling, and actively engaging students with questions and prompts during read-aloud, shared reading, and guided reading lessons.

372.47 D687

Donohue, Lisa. **Independent reading inside the box : how to organize, observe, and assess reading strategies that promote deeper thinking and improve comprehension in K-6 classrooms.** Markham, ON : Pembroke Publishers, 2008. Notes: Kindergarten curriculum renewal. English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). This book illustrates how students can use a single page to strengthen and monitor their comprehension, language, and thinking skills. It offers a range of graphic organizers and open-response opportunities that help deepen student thinking and response.

372.47 F533

Fisher, Douglas. Frey, Nancy. **Text complexity : raising rigor in reading.** Newark, DE : International Reading Association, 2012. Notes: In this book, you'll learn about the quantitative and qualitative factors of text complexity as well as the ways in which readers can be matched with texts and tasks. The book focuses on instruction and assessment of complex texts through close readings and extensive discussions.

372.47 F893

Frey, Nancy. Fisher, Douglas. **Rigorous reading : 5 access points for comprehending complex texts.** Thousand Oaks, CA : Corwin, 2013.

372.47 G292

Gear, Adrienne. **Nonfiction reading power : teaching students how to think while they read all kinds of information.** Markham, ON : Pembroke Publishers, 2008. Notes: English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). Provides teachers with lessons and ideas for teaching five specific thinking strategies that support students while reading information text.

372.47 G292

Gear, Adrienne. **Reading power : teaching students how to think while they read all kinds of information.** Markham, ON : Pembroke Publishers, 2006. Notes: English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). Provides teachers with lessons and ideas for teaching five specific thinking strategies that support students while reading information text.

372.47 H227

Hammond, W. Dorsey. Nessel, Denise D. **The comprehension experience : engaging readers through effective inquiry and discussion.** Portsmouth, NH : Heinemann, 2011. Notes: The authors show how to: engage readers' curiosity to draw them into texts, use teaching language to stimulate students' thinking, leverage the reading-writing connection to strengthen understanding, make comprehension a priority for emerging readers, and ensure that instruction leads to effective self-directed reading. Grades K-12.

372.47 J17

Jacobson, Jennifer. **Reading response for fiction. Grades 2-4 : graphic organizers and mini-lessons.** New York : Scholastic, 2008. Notes: Help students build reading comprehension skills with 20 engaging graphic organizers. They'll predict, make connections, identify story elements, and more. Introduce each activity with an interactive mini-lesson, then photocopy and distribute the ready-to-use organizer for homework, class work, group work, or assessment. A great way to make learning visible and memorable.

372.47 J17

Jacobson, Jennifer. **Reading response for nonfiction. Grades 2-4 : graphic organizers and mini-lessons.** New York : Scholastic, 2008. Notes: 20 graphic organizers with mini-lessons to help students respond meaningfully to any nonfiction book and build key comprehension skills.

372.47 K26

Keene, Ellin. **Assessing comprehension thinking strategies.** [Book and CD-ROM] Huntington Beach, CA : Shell Education, 2006.

372.47 K29

Kelley, Michelle. Clausen-Grace, Nicki. **Comprehension shouldn't be silent : from strategy instruction to student independence.** Newark, DE : International Reading Association, 2013. Notes: Learn how to strengthen your students comprehension and increase their motivation to read independently by nurturing meaningful talk about reading. This book is packed with information, ideas, and step-by-step implementation tactics to help you teach your elementary-grade students to use metacognitive strategies such as predicting, making connections, questioning, visualizing, and summarizing while they read and discuss texts.

372.47 L672

Lewin, Larry. **Teaching comprehension with questioning strategies that motivate middle school readers.** New York : Scholastic, 2009. Notes: Grades 5 and up. Powerful questioning strategies include: Interview your teacher -- Chain-note queries -- Thin, thick, and sidekick questions -- Question-answer relationships (QAR) -- Advanced questioning the author (QtA) -- Dialectical notebooks.

372.47 L778

Little, Dawn. **Teaching comprehension with nonfiction read alouds : 12 lessons for using newspapers, magazines, and other nonfiction texts to build key comprehension skills.** New York : Scholastic, 2010. Notes: You'll learn how to plan and present interactive read alouds of newspaper or magazines articles, textbooks, and informational books. Standards-based lessons include exploring the features and structures of nonfiction, activating background knowledge, making inferences, and summarizing. Grades 3-6.

372.47 M838

Moreillon, Judi. **Coteaching reading comprehension strategies in elementary school libraries : maximizing your impact.** Chicago, IL : American Library Association, 2013. Notes: The author presents: strategies for improving reading comprehension, complete with graphic organizers, sample lesson plans, and technology-centred examples; practical steps for streamlining the coteaching lesson-planning process, boiling it down to three levels of literacy development; techniques for strengthening collaborative partnerships through flexible design and delivery; and guidance for incorporating library programs into research-driven teaching practices.

372.47 N548

Newkirk, Thomas. **The art of slow reading : six time-honored practices for engagement.** Portsmouth, NH : Heinemann, 2012. Notes: Building on memoir, research, and many examples of classroom practice, the author discusses six time-honored practices of reading - performance, memorization, centering, problem-finding, reading like a writer, and elaboration - to help readers engage in thoughtful, attentive reading.

372.47 N621

Nichols, Maria. **Talking about text : guiding students to increase comprehension through purposeful talk.** Huntington Beach, CA : Shell Education, 2009. Notes: This guide defines what purposeful talk is, why it is important, and how it increases comprehension. Students will be empowered to have meaningful discussions about texts as they implement the effective strategies modeled in this book.

372.47 N946

Klingner, Janette K. **Now we get it! : boosting comprehension with collaborative strategic reading.** San Francisco, CA : Jossey-Bass, 2012. Notes: Collaborative Strategic Reading is an innovative new approach to teaching reading that weaves together two instructional programs: cooperative learning and reading comprehension strategy instruction. In small groups, students work through the four main steps-Preview, "Click and Clunk," Get the Gist, and Wrap Up- helping each other improve comprehension and increase reading fluency. This book offers a hands-on guide to implementing CSR in grades 4 through 12. It includes sample dialogues for teachers to use during instruction, ready-to-use activities, a wealth of classroom-ready materials, and tips for training on CSR.

372.47 O21

Oczkus, Lori D. **Reciprocal teaching at work : powerful strategies and lessons for improving reading comprehension.** Newark, DE : International Reading Association, 2010. Notes: English language arts grade 6 (2009). English language arts grade 7 (2009). English 13.5

incorporating appropriate reading materials, fostering productive homeschool connections, and promoting students' desire to learn to read and write; read about the findings of current key research studies and learn about their implications for classroom practice; discover how to evaluate your current practices and create concrete plans for change; start a learning community or book club and share your knowledge with colleagues; and access useful resources and links to extend and enrich your own learning beyond the classroom.

372.47 R517

Richards, Regina G. **The source for reading comprehension strategies.** [Book and CD-ROM] East Moline, IL : LinguiSystems, 2006. Notes: Grades: 1-12.

372.47 R631

Robb, Laura. **Unlocking complex texts : a systematic framework for building adolescents' comprehension.** [Book and CD-ROM] New York : Scholastic, 2013. Notes: This three-part system — teacher modeling, guided practice, independent practice — scaffolds students as they learn how to preview a text to build background knowledge; use a concept map to expand vocabulary; identify key details and make logical inferences; determine main ideas and themes; analyze characters, events, and ideas; interpret language; and analyze text structure. Includes 46 short texts on CD for modeling and practice, along with text-specific discussion questions, multiple-choice assessments, writing tasks, student response sheets, assessment tools, and if-then scaffolding charts to help teachers support struggling and reluctant learners.

372.47 T113

Taberski, Sharon. **Comprehension from the ground up : simplified, sensible instruction for the K-3 reading workshop.** [Book and CD-ROM] Portsmouth, NH : Heinemann, 2011. Notes: CD-ROM includes 32 reproducibles and study guide.

372.47 W678

Wilhelm, Jeffrey D. **Enriching comprehension with visualization strategies : text elements and ideas to build comprehension, encourage reflective reading, and represent understanding.** [Book and DVD] New York : Scholastic, 2012. Notes: In this book, a noted educator shows teachers dozens of engaging, interactive techniques that turn reading into a highly visual, enjoyable experience for proficient and struggling readers alike. Storyboards, main idea tableaux, timelines, picture maps, family trees and other activities enhance skills of inferring, interpreting, and applying what they read.

372.47 W678

Wilhelm, Jeffrey D. **Improving comprehension with think-aloud strategies : modeling what good readers do.** [Book and DVD] New York : Scholastic, 2012.

372.48 S481

Serafini, Frank. **Classroom reading assessments : more efficient ways to view and evaluate your readers.** Portsmouth, NH : Heinemann, 2010.

372.6 A315

Akhavan, Nancy. **The nonfiction now lesson bank : Grades 4-8 : strategies and routines for higher-level comprehension in content areas.** Thousand Oaks, CA : Corwin Literacy, 2014. Notes: This book provides: 50 powerhouse lessons on teaching nonfiction, including five on close reading; a bank of short informational texts to use with lessons; student practice activities on everything from scanning features to writing about reading; graphic organizers for taming textbooks; and the Daily Duo sequence for weekly lesson and unit planning.

372.6 A468

Altieri, Jennifer L. **Powerful content connections : nurturing readers, writers, and thinkers in grades K-3.** Newark, DE : International Reading Association, 2014.

372.6 A634

Antonacci, Patricia A. **Promoting literacy development : 50 research-based strategies for K-8 learners.** Thousand Oaks, CA : SAGE, 2012. Notes: Organized around 10 key areas for teaching and learning literacy - phonemic awareness, phonics, reading fluency, vocabulary, story comprehension, comprehension of informational text, questioning for understanding, discussion for understanding, narrative writing, and writing to learn.

372.6 B244

Barclay, Kathy. Stewart, Laura. **The everything guide to informational texts, K-2, : best texts, best practice.** Thousand Oaks, CA : Corwin Literacy, 2014. Notes: This book provides information on how to find lesson-worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade-level texts, including: the how-tos on selecting informational texts, high-impact comprehension strategies, model text lessons and lesson plan templates, and an annotated list of 449 informational texts.

372.6 B471

Bennett-Armistead, V. Susan. Duke, Nell K. **Literacy and the youngest learner : best practices for educators of children from birth to five.** New York : Scholastic, 2005.

372.6 B561

Best practices in early literacy instruction. New York : Guilford Press, 2013.

372.6 B561

Best practices in literacy instruction. New York, NY : Guilford Press, 2011. Notes: A highly regarded teacher resource and widely adopted text, this book is grounded in current knowledge about literacy teaching and learning in grades PreK-8. The field's leading authorities present accessible recommendations for best practices that can be tailored to fit specific classroom circumstances and student populations. Provided are strategies for helping all students succeed--including struggling readers and English language learners--and for teaching each of the major components of literacy. The book also addresses ways to organize instruction and innovative uses of technology. Every chapter includes concrete examples, Engagement Activities, and resources for further learning. Subject Areas/Keywords: assessment, best practices, children, classrooms, comprehension, education, elementary, English language learners, instructional, language arts, literacy, methods, primary grades, reading, struggling readers, teachers, teaching, technology, writing Audience: Classroom teachers in grades PreK-8; reading specialists and staff developers; teacher educators.

372.6 B777

The daily 5 alive : strategies for literacy independence. [DVD] Orangeville, ON : McIntyre Media, 2007. Notes: Gail Boushey and Joan Moser developed The Daily Five — a structured set of literacy tasks that research shows are linked to literacy achievement (outlined in detail in their book *The Daily Five*). This video, shot in Joan's K–2 multiage classroom, focuses on launching three of the "Dailies" — read to self, read to someone, and work on writing.

372.6 B777

Boushey, Gail. Moser, Joan. **The daily 5.** Portland, ME : Stenhouse Publishers, 2014.

372.6 B792

Boyles, Nancy. **Closer reading, grades 3-6 : better prep, smarter lessons, deeper comprehension.** Thousand Oaks, CA : Corwin Literacy, 2014.

372.6 M145

McGee, Lea M. Richgels, Donald J. **Designing early literacy programs : differentiated instruction in preschool and kindergarten.** New York : Guilford Press, 2014. 2nd ed.

372.6 M337

Marinak, Barbara A. Gambrell, Linda B. **Maximizing motivation for literacy learning, grades K-6.** New York : Guilford Press, 2013. Notes: This book presents concrete ways to promote children's intrinsic motivation to read. It provides 30 strategies and activities - such as "Citizen of the Month," "High Five," and "Your Life in Books" - that are ready to implement in the K-6 classroom. Teachers get step-by-step instructions for creating a motivating classroom environment, nurturing children's self-concepts as literacy learners, and fostering appreciation of the value of reading and writing.

372.60440785 T253

Teaching literacy in the digital age : inspiration for all levels and literacies. Eugene, OR : International Society for Technology in Education, 2014. Notes: Storytelling, story analysis, report writing, persuasive writing, discussing literature, vocabulary - no matter what language arts topic you're addressing, this book will provide you with dozens of activity ideas using a wide range of technologies. Each activity in this book is tagged with a recommended level, main technologies used, and literacy covered.

372.61 N562

Newton, Evangeline. **Evidence-based instruction in reading : a professional development guide to vocabulary.** New York : Pearson Education, 2008.

372.64 P765

Polette, Nancy. **Reading the world with picture books.** Santa Barbara, CA : Libraries Unlimited, 2010. Notes: This book presents an exhaustive collection of booktalk options with picture books that are set in the major countries of each continent. Hundreds of children's books with an international flavor are organized by continent and then by country, and suggested activities accompany the titles, encouraging students to interpret information related to historical or geographic concepts and use problem-solving skills.

372.6521 O61

Opitz, Michael F. **Comprehension and English language learners : 25 oral reading strategies that cross proficiency levels.** Portsmouth, NH : Heinemann, 2009. Notes: Grades K-5. The 25 oral reading strategies in this book support students with differing levels of English proficiency during regular reading instruction from beginners to those completely comfortable with their new language. With these strategies, you'll help English language learners: develop and monitor reading and listening comprehension; evaluate texts and engage with authors; learn social and academic vocabulary; connect writing, reading, speaking, listening, and viewing; and get motivated to read on their own.

372.676 F852

Fredericks, Anthony D. **Building fluency with readers theatre : motivational strategies, successful lessons and dynamic scripts to develop fluency, comprehension, writing and vocabulary.** Westport, CT : Teacher Ideas Press, 2008. Notes: Grades K-8. This title is designed to offer librarians and teachers specific information and detailed guidelines on how to begin (and continue) with readers theatre - specifically how it can be used to promote fluency and the five other "Reading First" principles. It features lesson plans, model scripts, and information about how to adapt and write scripts for student use.

418.4 F754

Foster, Graham. **Reading in the real world : seven strategies for reading all kinds of texts.** Markham, ON : Pembroke Publishers. 2011.

428.0071 M478

McLaughlin, Maureen. **Guided comprehension for English learners.** Newark, DE : International Reading Association, 2012. Notes: The comprehension strategies, detailed teaching ideas, practical lesson plans, and resources for teaching with a variety of engaging themes will help educators implement the guided comprehension model for English learners and use it effectively with their students.

428.0071 T217

Tate, Marcia L. **Reading and language arts worksheets don't grow dendrites : 20 literacy strategies that engage the brain.** Thousand Oaks, CA : Corwin, 2014. Notes: You'll discover hands-on techniques grouped by grade level and standard to help teach reading in relevant ways. Activities cover essential categories of literacy and language arts instruction, including: phonemic and phonological awareness, fluency and vocabulary instruction, text comprehension, writing, speaking and listening, language, cross-curricular instruction, and reading literature and information text.

428.00712 A286

Ahlgren, Beth. Fritz, Bill. **Literature activities teens actually love, for grades 9-12 : authentic projects for the language arts classroom.** Waco, TX : Prufrock Press, 2014. Notes: Instead of asking literature to meet the entertainment, cultural, and of course educational needs of today's youth, Literature Activities Teens Actually Love offers activities that empower teachers to guide students to work with literature in order to rediscover the joys it holds. Through a variety of innovative and highly engaging projects, this book will develop a new lens

through which to view literature and its study, with activities that are at once highly entertaining yet encourage higher order thinking skills and strategies. Lesson plans incorporating alternatives as diverse as Facebook and quilting show how teachers and students can bridge the technology gap by finding creative solutions to traditional academic problems. By allowing students to use their technological skills to move from print to non-print assessments, students will have the opportunity to explore the text with a greater degree of ownership over the process, resulting in autonomous learners.

428.00712 R553

Rief, Linda. **Read write teach : choice and challenge in the reading-writing workshop.** Portsmouth, NH : Heinemann, 2014. Notes: The author offers the what, how, and why of a year's worth of reading and writing for middle and high school students with a framework that is as flexible as it is comprehensive. Her insights and beliefs are woven throughout a comprehensive overview of best literacy practices, which include: essentials in the reading-writing workshop, grounding our choices in our beliefs, and getting to know ourselves and our students as readers and writers.

428.4 B725

Booth, David W. **Reading doesn't matter anymore : shattering the myths of literacy.** Markham, ON : Pembroke Publishers, 2006. Notes: English language arts grade 4 (2010). English language arts grade 5 (2010). This book outlines twelve simple steps to help teachers and parents revolutionize the way they view and encourage children's reading in all genres and formats. The twelve succinct chapters cover topics such as: redefining reading, understanding that technology is a part of the new literacy, exploring how words work, and turning printed text into active learning. Anecdotes and personal reflections throughout the book create a narrative that makes a compelling case for recognizing the intrinsic value of reading almost anything.

428.4 F815

Francese, Lauren K. Marsick, Rebecca H. **Stretching beyond the textbook. Grades 6 and up : reading and succeeding with complex texts in the content areas.** New York : Scholastic, 2014. Notes: Designed for middle school, this approach to teaching in the content areas develops independence, fosters responsibility, and really builds content-area knowledge. Learn how to: select books and other complex texts that support the curriculum, craft essential questions that delve into key content, teach reading strategies targeted for nonfiction texts, facilitate small-group meetings and whole-group discussions focused on text-specific questions, model how to support arguments with textual evidence, incorporate writing to improve comprehension, and design assessments to monitor progress and adjust instruction.

428.4 M978

Murphy, Debby. **You can't just say it louder : differentiated strategies for comprehending nonfiction.** Huntington Beach, CA : Shell Education, 2010. Notes: Grades K-12. This book provides the foundation you need to confidently and successfully teach comprehension to a diverse population of students. Filled with classroom-tested models for differentiating instruction, this professional development resource will leave you feeling empowered, equipped, and excited to implement the strategies. The model lessons feature concrete examples with sample texts from award-winning resources.

428.4 T759

Tracey, Diane H. Morrow, Lesley Mandel. **Lenses on reading : an introduction to theories and models.** New York : Guilford Press, 2012.

428.4 W672

Wilde, Sandra. **Quantity and quality : increasing the volume and complexity of students' reading.** Portsmouth, NH : Heinemann, 2013. Notes: The author presents the compelling rationale for putting more reading into the school day, answering questions like "How much time?" "How many books?" and "How hard should the books be?" Then she gets you going with details on: creating the time, space, and inspiration for more reading; matching kids with increasingly complex books; working with beginning readers, ELLs, struggling readers, and reluctant readers; teaching reading skills and concepts; and documenting readers' progress.

428.4 W678

Wilhelm, Jeffrey D. **Deepening comprehension with action strategies : role plays, text-structure tableaux, talking statues, and other enactment techniques that engage students with text.** New York : Scholastic, 2012. Notes: Before reading, hand out lines of a poem and invite students to build an idea of what the poem will be about . . . invite two students to play good angel/bad angel for a book character . . . have students perform a vocabulary statue depicting the meaning of terms such as global warming or deforestation. You'll find that these motivating ideas and many others energize students before, during, and after reading and can be done individually, or through pair work or groups. You'll also discover that they deepen reading strategies such as activating prior knowledge, inferring, visualizing, and making connections.

428.4 W734

Willis, Judy. **Teaching the brain to read : strategies for improving fluency, vocabulary, and comprehension.** Alexandria, VA : Association for Supervision and Curriculum Development, 2008. Notes: The author connects what you do in the classroom to what happens in the brain when students learn how to read, including: why a classroom has to be safe and supportive in order to overcome barriers to reading fluency, how to jumpstart students who are not well prepared for reading with activities that build phonemic awareness, why helping students identify and use patterns is vital to effective reading instruction, how to enhance students' vocabulary processing by relating to their learning styles and prior knowledge, and engaging them in multisensory learning, and why strategies for teaching reading comprehension need to change with each step of the comprehension process.

428.4071 C737

Comprehension going forward : where we are and what's next. Portsmouth, NH : Heinemann, 2011. Notes: You'll meet up with 17 leading practitioners and researchers for an energetic, personal, and frequently irreverent conversation on what great comprehension instruction looks like, what an amazing range of applications it has for all students, and what we can do better.

428.40712 A634

Antonacci, Patricia A. **Developing content area literacy : 40 strategies for middle and secondary classrooms.** Los Angeles, CA : SAGE, 2011. Notes: Designed around a step-by-step approach and grounded in theory, research and best practices, this text offers teachers a useful set of instructional strategies for teaching literacy within the content areas.

428.40712 B932

Gallagher, Kelly. **Building adolescent readers : the six building blocks/first-draft reading.** [DVD] Saskatoon, SK : Bamboo Shoots, 2005. Notes: English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013). Building Adolescent Readers is a series of four video programs designed to assist educators in helping students to make sense of difficult text. Kelly Gallagher introduces a number of teaching and learning strategies, including whole class, small group, and individual instruction. Gallagher models how to engage students with a variety of texts in the program. The resource is designed for use in workshops or professional learning communities. It is flexible and can be tailored to meet group needs.

428.40712 B932

Gallagher, Kelly. **Building adolescent readers : second-draft reading/one question, one comment.** [DVD] Saskatoon, SK : Bamboo Shoots, 2005. Notes: English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013). Building Adolescent Readers is a series of four video programs designed to assist educators in helping students to make sense of difficult text. Kelly Gallagher introduces a number of teaching and learning strategies, including whole class, small group, and individual instruction. Gallagher models how to engage students with a variety of texts in the program. The resource is designed for use in workshops or professional learning communities. It is flexible and can be tailored to meet group needs.

428.40712 D186

Daniels, Harvey. Zemelman, Steven. **Subjects matter : exceeding standards through powerful content-area reading.** Portsmouth, NH : Heinemann, 2014.

428.40712 F469

50 content area strategies for adolescent literacy. Upper Saddle River, NJ : Merrill/Pearson, 2007. Notes: This book provides readers with examples of fifty evidence-based instructional strategies that can be used across content areas to ensure that reading and writing occur in all classes. Each strategy contains: strategy number and title; graphic specifying content area, grade level, and whether the strategy is meant to be used before, during, or after reading; and step-by-step guiding applications and examples.

428.40712 F469

50 instructional routines to develop content literacy. Boston, MA : Pearson, 2011. Notes: This book provides readers with examples of fifty evidence-based instructional routines that can be used across content areas to ensure that reading and writing occur in all classes. Classroom examples from science, social studies, English, math, visual and performing arts, and core electives ensure that all middle and high school teachers will find useful ideas that they can implement immediately.

428.40712 P452

Perna, Daniel M. **Reading to learn in secondary classrooms : increasing comprehension and understanding.** Thousand Oaks, CA : Corwin Press, 2009.

428.40712 P618

Piercy, Thomasina DePinto. **Disciplinary literacy : redefining deep understanding and leadership for 21st-century demands.** Englewood, CO : Lean and Learn Press, 2011. Notes: This book discusses changes in literacy, from the Stone Age to the Digital Age, and the resulting impact

of these changes on adolescent learning and instructional decisions. Immediately transferable models provided for different content areas, which motivate deep understanding and rich dialogue infused with literacy actions, are aligned with explicit Common Core State Standards.

428.40712 S126

Sadler, Charlotte Rose. **Comprehension strategies for middle grade learners : a handbook for content area teachers.** Newark, DE : International Reading Association, 2011. Notes: This book offers 77 simple yet effective strategies to help students develop, refine, and strengthen key comprehension skills they can use across subject areas.

428.40712 S618

Sipe, Rebecca Bowers. **Adolescent literacy at risk? : the impact of standards.** Urbana, IL : National Council of Teachers of English (NCTE), 2009. Notes: Questioning the ways in which the standards movement has played out in classrooms and school districts, the author issues a call for thinking about standards differently. She advocates for supporting and trusting teachers to find ways to make standards support the best of what teachers do.

428.43 B434

Bell, Nanci. **Visualizing and verbalizing : for language comprehension and thinking.** San Luis Obispo, CA : Gander, 2007. Notes: Develops concept imagery - the ability to create mental representations and integrate them with language. This sensory-cognitive skill underlies language comprehension and higher-order thinking for students of all ages.

428.43 F533

Fisher, Douglas. **In a reading state of mind : brain research, teacher modeling, and comprehension.** [Book and DVD] Newark, DE : International Reading Association, 2009. Notes: Accompanying DVD gives you an opportunity to see teacher modeling in action in real classrooms, and the final chapter in the book serves as a professional development guide with discussion questions that correspond to segments of the DVD. This book-DVD combination seamlessly blends current research about the brain and learning with classroom examples to show you how instructional modeling can lead to increased engagement and literacy learning. You'll learn what happens in the brain as a person reads and how to model your own thinking effectively. You also will meet a number of middle- and secondary-grade teachers who use modeling to help their students' understand complex ideas.