

## Resources for Reading Endorsement

### Competencies 1 & 2:

#### Foundations:

- Adams, M. J. (1994). *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: MIT Press.
- Carlisle, J.F. & Rice, M. S. (2002). *Improving Reading Comprehension: Research Based Practices and Principles*. Baltimore: York Press.
- Harris, T.L. & Hodges, R.E., eds. (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association.
- National Institute of Child Health and Human Development (2000). *Report of the National Reading Panel: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Washington, DC: NICHD.
- Snow, C. E., Burns, M. S., & Griffin, P., eds. (1999). *Starting Out Right: A Guide to Promoting Children's Reading Success*. Washington, D.C.: National Academy Press.
- Snow, C. E., Burns, M. S., & Griffin, P., eds. (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.
- Torgesen, J.K., Alexander, A. W., Wagner, R.K., Rashotte, C.A., Voeller, K., Conway, T. & Rose, E. (2001). Intensive Remedial Instruction for Children with Severe Reading Disabilities: Immediate and Long-term Outcomes from Two Instructional Approaches. *Journal of Learning Disabilities*, 35(4), 33-58.

#### Phonological Awareness:

- Adams, M. J., Foorman, B. R., Lundberg, T. & Beeler, T. (1997). *Phonemic Awareness in Young Children: A Classroom Curriculum*. Baltimore, MD: Brookes.
- Hajdusiewicz, B.B. (1997). *More Phonics Through Poetry: Teaching Phonemic Awareness Using Poetry*, 2-3. Glenview, IL: Good Year Books.
- Blevins, W. (1997). *Phonemic Awareness Activities for Early Reading Success*. New York: Scholastic.
- Fitzpatrick, J. (1997). *Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills*. Cypress, CA: Creative Teaching Press.
- Foorman, B.R., Chen, D.T., Carlson, C., Moats, L, Francis, D.J. & Fletcher, J.M. (2003). The Necessity of the Alphabetic Principle to Phonemic Awareness Instruction. *Reading and Writing*, 16, 289-324.
- Love, E. & Reilly, S. (1996). *A Sound Way: Phonics Activities for Early Literacy*. Ontario, Canada: Pembroke Publishers.
- Opitz, M. F. (2000). *Rhymes & Reasons: Literature and Language Play for Phonological Awareness*. Portsmouth, NH: Heinemann.
- Zgonc, Y. (2000). *Sounds in Action: Phonological Awareness Activities and Assessment*. Peterborough, NH: Crystal Springs.
- Torgesen, J. (1998). Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children. *American Educator*, 22 (1 & 2), 32-39.

**Phonics and Word Study:**

- Bear, D. R., Invernizzi, M. Templeton, S., & Johnston, F. (1996). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Upper Saddle River, NJ: Prentice Hall.
- Beck, I. & C. Juel (1995). The Role of Decoding in Learning to Read. *American Educator* Summer.
- Blevins, W. (1998). *Phonics from A to Z: A Practical Guide*. New York: Scholastic.
- Brown, S. (2000). *All Sorts of Sorts: Word Sorts that Reinforce Spelling and Phonetic Patterns K-4*. San Diego, CA: Teaching Resource Center.
- Cunningham, P. M. & Hall, D. P. (1998). *Month-by-Month Phonics for Upper Grades*. Greensboro, NC: Carson-Dellosa.
- Cunningham, P. M. & Hall, D. P. (1994). *Making Big Words: Multilevel, Hands-On Spelling and Phonics Activities*. Torrance, CA: Good Apple.
- Cunningham, P. M. & Hall, D. P. (1994). *Making More Big Words: Multilevel, Hands-On Phonics Spelling Activities*. Torrance, CA: Good Apple.
- Fountas, I. C. & Pinnell, G. S. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.
- Ganske, K. (2000). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. Guilford Press.
- McCarrier, A., Pinnell, G. S., & Fountas, I. C. (2000). *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.
- Moats, LC (2000). *Speech to Print: Language Essentials for Teachers*. Baltimore, MD: Paul Brookes Publishing.

**Fluency:**

- Archer, A.L., Gleason, M.M., and Vachon, V.L. (2003). Decoding and Fluency: Foundation Skills for Struggling Older Readers. *Learning Disability Quarterly*, 26, 89-101.
- Blevins, W. (2001). *Building Fluency: Lessons and Strategies for Reading Success*. New York: Scholastic.
- Hasbrouck, J.E. & Tindal, G. (1992). Curriculum-based Reading Fluency Norms for Students in Grades 2-5. *Teaching Exceptional Children*, 41-44.
- Johns, J. L. & Berglund, R.L. (2002). *Fluency: Questions, Answers, Evidence-Based Strategies*. Dubuque, IA: Kendall Hunt.
- Opitz, M. F. & Risinski, T. V. (1998). *Good-Bye Round Robin: Twenty-Five Effective Oral Reading Strategies*. Portsmouth, NH: Heinemann.
- Rasinski, T. (2003). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic.
- Tyler, B. & Chard, D.J. (2000). Using Reader's Theatre to Foster Fluency in Struggling Readers: A Twist on the Repeated Reading Strategy. *Reading and Writing Quarterly*, 16, 163-168.

**Vocabulary:**

- Allen, J. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse.
- Beck, I.L., McKeown, M.G., and Kucan, L. (Eds.). (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford Press.
- Hart, B. M. & Risley, T.R. (1995). *Meaningful Differences in the Everyday Experiences of*

*Young Children*. Baltimore, MD: Brookes Publishing.

Robb, L. (1999). *Easy Minilessons for Building Vocabulary: Practical Strategies That Boost Word Knowledge and Reading Comprehension*. New York: Scholastic.

### **Comprehension:**

Beck, I.L., McKeown, M., Hamilton, R.L., and Kucan, L. (1997). *Questioning the Author: An Approach for Enhancing Student Engagement with Text*. Newark, DE: International Reading Association.

Beers, K. (2003). *When Kids Can't Read, What Teachers Can Do: A Guide for Teachers 6-12*. Portsmouth, NH: Heinemann.

Harvey, S. & Goudvis, A. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. York, ME: Stenhouse.

Harvey, S. (1998). *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*. York, ME: Stenhouse.

Keene, E. O. & Zimmermann, S. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.

Tovani, Chris. (2000). *I Read It, but I Don't Get It: Comprehending Strategies for Adolescent Readers*. Portland: ME: Stenhouse.

### **Competency 3:**

Adams, M.J., & Treadway, J. (1999). *Fox in a Box: An Adventure in Literacy*. Monterey, CA: CTB/McGraw-Hill.

Barr, R., Blanchowicz, C.L.Z., Katz., & Daufman, B. (2002). *Reading Diagnosis for Teachers: An Instructional Approach*. (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

Good, R.H., & Kiminski, R.A. (2002). *Dynamic Indicators of Basic Early Literacy Skills*. Eugene, OR: University of Oregon.

Good, R.H., & Kiminski, R.A. (2002). *DIBELS: Oral Reading Fluency*. Eugene, OR: University of Oregon.

Johns, J. L. & Lenski, S. D. (1994). *Basic Reading Inventory: Pre-Primer Through Grade Twelve & Early Literacy*. Dubuque, IA: Kendall Hunt.

Johns, J. L., Lenski, S. D., & Elish-Piper, L. (1999). *Early Literacy Assessments & Teaching Strategies*. Dubuque, IA: Kendall Hunt.

Johns, J. L. & Lenski, S. D. (1994). *Improving Reading: A Handbook of Strategies*. Dubuque, IA: Kendall Hunt.

Kame'enui, E., Simmons, D., & Cornachione, C. (1999). *A Practical Guide to Reading Assessments*. Newark, DE: International Reading Association.

Roswell, F. & Chall, J. (1992). *Diagnostic Assessments of Reading*. Itasca, IL: Riverside Publishing.

\_\_\_\_\_. (2000). *Scholastic Reading Inventory: Computer Adaptive Reading Assessment for Progress Monitoring for Grades 1-12*. New York: Scholastic.

## Competencies 4 & 5:

- Allen, J. (2000). *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse.
- Allington, R. L. (2001) *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Longman.
- Daniels, H. (1994). *Literature Circles: Voice and Choice in the Student-Centered Classroom*. Portland, ME: Stenhouse.
- Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom*. NY: New Press.
- Dorn, L. J., French, C. & Jones, T. (1998). *Apprenticeship in Literacy: Transitions Across Reading and Writing*. York, ME: Stenhouse.
- Jobe, R. & Dayton-Sakari, M. (1999). *Reluctant Readers: Connecting Students and Books for Successful Reading Experiences*. Portland, ME: Stenhouse.
- Finney, S. (2001). *Keep the Rest of the Class Reading and Writing... While You Teach Small Groups 3-6*. New York: Scholastic.
- Fountas, I. C. & Pinnell, G. S. (1996). *Guided Reading: Good First Teaching for all Children*. Portsmouth, NH: Heinemann.
- Fountas, I. C. & Pinnell, G. S. (1999). *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3*. Portsmouth, NH: Heinemann.
- Fountas, I. C. & Pinnell, G. S. (2000). *Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.
- Gallagher, K. (2003). *Reading Reasons: Motivational Mini-Lessons for Middle and High School*. ME: Stenhouse.
- King-Shaver, B. & Hunter, A. (2003). *Differentiated Instruction in the English Classroom: Content, Process, Product, and Assessment*. Portsmouth, NH: Heinemann
- Santa, C.M, Havens, L.T., & Maycumber, E.M. (1996) *CREating Independence through Student-owned Strategies*. Dubuque, IA: Kendall Hunt.
- Tilton, L. (2003). *The Teacher's Toolbox for Differentiating Instruction: 700 Strategies, Tips, Tools, and Techniques*. Shorewood, MN: Covington Cove Publications.
- Tomlinson, C.A., (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: ASCD.
- \_\_\_\_\_ (1997). *What are the Other Kids Doing? ... While You Teach Small Groups 1-3*. Cypress, CA: Creative Teaching Press.
- \_\_\_\_\_ (2001). *Literacy Centers: What Your Other Kids Do During Guided-Reading Groups 3-5*. Cypress, CA: Creative Teaching Press.

