

Facilitator's Guide

★ *It's in the Bag* ★



**New York State Reading Resource Center
Book Study Project**

★★★★★ *Co-Sponsored By* ★★★★★

**The New York State Education Department
and
Eastern Suffolk BOCES
15 Andrea Road
Holbrook, New York 11741**



★ It's in the Bag ★

The NYSRRC Book Study Project

Welcome to the New York State Reading Resource Center Book Study Project, developed by, the Eastern Suffolk BOCES Reading Research Center (ESBOCESRRC) and the Long Island Regional School Support Center (LIRSSC).

We are dedicated to providing a wide variety of quality professional development opportunities and literacy resources for educational professionals. As part of this commitment to supporting local education agencies in building capacity to support and conduct systemic improvement activities within their districts through development of the New York State reading Resource Center, the NYSRRC Book Study Program has been developed by the Reading First Team at ESBOCES.

Recognizing that school district “tight budgets” are causing districts to consider ways in which to offer professional development within the district, it is our mission to expand usage of the Reading First Research Center at ESBOCES through the availability of the Book Group Study Project Book Bags. Our resources are available for loan to districts across the state by a link <http://nysrrc.monroe.edu> of the New York State Reading Resource Center website, which also houses the New York State Reading Academy.

Our Book Study Project is modeled after Project SPOT which is a collaborative project administered by the Southeast Kansas Education Service Center at Greenbush, Northeast Kansas Education Service Center and the Lawrence, Kansas, Public Schools. Funding for the Kansas project was provided by the Kansas State Department of Education Student Support Services Team through Federal IDEA Title VIB funds.

Our Book Study Bags are intended to further the study, discussion, and practices associated with the Reading First model and Comprehensive K-12 Literacy Programs. The concept behind our Book Study Groups is simple: give districts an inexpensive alternative to costly professional development that will help teachers to grow as professionals, and give the teachers the time that they need to read and write about topics of interest



★ It's in the Bag ★

WELCOME (continued)

or need within their districts, as well as time-tested ways that they can share with their colleagues and ultimately, with their students. Each Book Study Bag will contain 10 copies of a selected book and a facilitator's guide developed to assist literacy coaches in leading the book study. The bags may also contain related journal articles, reproducibles, DVDs and other tools that are currently housed in our collection. Districts will be given 8 weeks to use the materials and the only cost to the district is return shipping. If a district borrows a Book Study Bag and decides that they would like to keep all the books and materials, the Book Study Bags and contents are available at our cost

The enclosed Facilitator's Guide speaks about the purposes of study groups, includes a pre-book implementation guide, offers suggestions for further personal observation and reflection on the part of the participants, and a feedback form which is returned to us to aid us in future endeavors.

Our Book Study Project, provides, as do other programs such as the International Reading Association Literacy Study Groups, the basis for ongoing professional development that occurs in a setting where literacy educators can communicate within a common frame of reference using language that is familiar to all the participants; it provides access to research-based resources for group study; it facilitates the exchange of information about teaching practices and student learning across grade levels; it fosters development of a school-wide literacy program that serves the needs of all students; and recognizes the importance of and sustains the professionalism of teachers, administrators, and curriculum consultants.



★ It's in the Bag ★

Book Study Groups have long been one of the least expensive and most enjoyable ways for educators to grow professionally. Study groups provide structured time for reflection on student work and classroom practice. A book study group can be formed in your school, your district, or even online. The study group method is invaluable in bringing together groups of colleagues who can use the classroom as an arena for studies, discussions and experience exchange and turn it into a “laboratory” for trying out new teaching methods skills and practices gleaned from the books studied. The hallmarks of a successful book study group are teacher engagement, superior use of time, and sustainable changes in student achievement.

Facilitator's Guide

Resources available for Checkout: Will vary with each book title.

Resources available on the Web: Will vary with each book title.

Book Description: Will vary with each book title.

Framing the Context of a Book Study: Powerful Tools for Learning:

Two powerful venues for deepening understanding, impacting student outcomes and contributing to the growth of learning organizations are professional learning communities and communities of practice. One of the most effective ways to make your school a learning organization is to create a professional learning community or a community of practice. The concept of a professional learning community (PLC) is a powerful influence around the work of restructuring schools. According to Rick Dufour in *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, the fundamental role of schools is “learning, not teaching.” While Dufour acknowledges that this is “an enormous distinction,” he notes that the emphasis on learning leads those within the school to place their focus and energy on three important questions:

1. What is it we want all students to learn?
2. How will we know when each student has acquired the intended knowledge and skills?
3. How will we respond when students experience difficulty?

Another option for helping schools and districts is to create a community of practice. Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. A community of practice (CoP) makes connections from person to person for mutual inquiry and learning about a practice or issue. Everyone's voice is needed. Participants develop a shared identity and share a repertoire of knowledge and experiences (Wegner, 2003). Both professional learning communities and communities of practice move system stakeholders from knowing to doing.

A Book study becomes a powerful tool that these communities can use to engage in powerful, professional discourse. A building or existing PLC or CoP may want to add a book study as another tool to aid in professional development. When your school or team begins planning their book study, keep the above questions in mind as a way to frame all discussions around student learning and school improvement.

Facilitating Successfully:

In order to facilitate the study groups most effectively, a district, school or team may want to consider the following:

- Treat study groups as a school-wide teacher professional development model.
- State the purpose for the book study groups in terms of specific student needs (these needs should be based on an analysis of student data).
- Study groups can be job-embedded, with principals freeing up time during the school day, or during superintendent conference days, faculty meetings, etc.
- Groups should be small and manageable, their work "published."
- Study groups need support from administrators.
- Work within study groups is built around the participants' search for knowledge according to their own needs and the needs of their students.
- Members meet regularly and work according to a study plan that they often develop themselves. (the plan will include how often to meet, for how long, how many chapters will be discussed per meeting, where to meet, etc.).
- Everyone in a study group is responsible for getting the work done and for achieving the jointly agreed upon goals.
- The goals of a study group can be:

- To offer a good method for teachers to cooperate more actively in order “to awaken their students’ minds” about sustainable development.
- To integrate sustainable development into all curriculum subjects.
- To provide teachers with the opportunity to share both good and bad teaching experiences and to get support from colleagues and professional books.
- To encourage teachers to work together to solve a problem.
- To get teachers motivated to pursue education for sustainable development—to make a difference.
- The facilitator should engage in the following behaviors:
 - Be diplomatic – suggest, but don’t subscribe.
 - Act as an advisor.
 - Be respectful.
 - Be professional, relaxed and be present in the situation.
 - Don’t intervene too much – let the group work on what they feel is important.
 - Encourage, inspire and support.
- During the last meeting, ask these questions:
 - What positive outcomes did we achieve?
 - What problems did we encounter?
 - What lessons have we learned that could be useful to other groups?
 - What do we do next?

The following section contains reflection and dialogue suggestions and questions broken out by chapter. These are designed to facilitate thinking and discussion around (*insert book title here*).



★ It's in the Bag ★

NYSRRC Book Study Project

Feedback Form

Please provide feedback upon completion of the book study. Return this form in the facilitator guide folder.

1. Was the facilitator's guide useful in leading your discussion of *Bringing Words to Life, Robust Vocabulary Instruction*? Why or why not?
2. How can we improve this experience?
3. Would you recommend this to other groups?





★ It's in the Bag ★

NYSRRC Book Study Project

Pre-Book Study Project Implementation Guide

Rationale: What is the justification for choosing this book? Why is it needed?

Objectives: What are your objectives?

Time Frame: What is the anticipated duration of your study group? How often do you plan to meet? How long will each meeting be?

Outcomes/Expected Impacts: What kinds of knowledge, attitudes, and skills do you expect your students to demonstrate? What school impact do you envision? What personal growth do you anticipate?

Challenges Anticipated: What challenges/barriers do you anticipate?

Assessment: How will you assess the progress of students?

Evaluation: How will you evaluate the success of this project? What kinds of feedback would you expect to be able to provide?



★ It's in the Bag ★

Book Study Project

Questions for Personal Observation and Reflection

A personal journal in which you record ideas and impressions gained in the study group discussions is an effective way to focus on your professional growth. The value of your journal entries becomes increasingly evident after you have had some time away from the study group sessions.

The following questions may help extend your personal observations about the effects of the study group and subsequent activities:

1. How effectively did I participate in the session? Did I share examples from my classroom? Keep discussion on track? Ask for clarification?
2. Which ideas held the most appeal for me?
3. What is it I like about these ideas? Do I like them because they confirm what I already know and do?
4. Which ideas did I disagree with? Why? Can I find some merit or usefulness in this idea?
5. How will I use the information in my lessons over the next several days?
6. What type of student feedback or assessment results will help me evaluate my lessons?
7. Is there anything I think needs to be changed in the workings of the study group? How can I best approach this matter with the group?



★ It's in the Bag ★

Evaluation of the Study Group Process

NYSRRC Book Study Groups can help you reflect on what you already know, explore new approaches or understandings, question or support your beliefs about teaching and learning, and grow professionally.

Complete the evaluation form individually, and then compare your responses with other members of the group. Within the group, work to achieve consensus to resolve differences of opinion about the effectiveness of the study group.

A 7-point rating scale is offered: A rating of 1 indicates highly effective; a rating of 7 indicates highly ineffective.

Study Group Characteristic	Rating						
1. Focuses on a single topic or teaching method	1	2	3	4	5	6	7
2. Gives Participants a common purpose and identity	1	2	3	4	5	6	7
3. offers participants a range of learning opportunities	1	2	3	4	5	6	7
4. Provides a supportive environment to discuss teaching problems	1	2	3	4	5	6	7
5. Emphasizes building community and fostering respect for one another	1	2	3	4	5	6	7
6. Views all participants as having equal status	1	2	3	4	5	6	7
7. Rotates leadership responsibilities	1	2	3	4	5	6	7
8. Creates new opportunities to work with peers	1	2	3	4	5	6	7



★ It's in the Bag ★

Evaluation of the Study Group Process (continued)

Study Group Characteristic	Rating						
9. Provides new opportunities to assume leadership roles	1	2	3	4	5	6	7
10. Encourages Participants to suggest ideas and topics	1	2	3	4	5	6	7
11. Encourages participants To admit what they do not know	1	2	3	4	5	6	7
12. Encourages participants to share what they do know	1	2	3	4	5	6	7
13. Encourages participants to express reservations	1	2	3	4	5	6	7
14. Encourages participants to express enthusiasm	1	2	3	4	5	6	7



★ It's in the Bag ★

NYSRRC BOOK STUDY PROJECT

PLANNING A BOOK STUDY GROUP

As you read through the information contained in this Facilitator's Guide, you were presented with an abundance of guidelines for implementing a book study group in your school or district. In addition to the titles that the NYSRRC Book Study Project has available (a list that will continue to grow over time), we encourage groups to select professional books that have relevance for meeting their students' needs, whether available through our program, or elsewhere.

Below, you will find a **suggested time frame** for a book study and a list of **generic questions** which can be applied to any professional book that your teachers may choose.

We have also included a listing of "**References and Resources for Scientifically Based Reading Strategies to Lead Study Group Discussions**" which provides an expansive listing of books and articles from which to choose appropriate readings for meeting your schools' or districts' individual needs.

SUGGESTED TIME FRAME FOR BOOK STUDY GROUPS

Among the many factors to consider in planning a study circle is the length of time expected to study articles and books of various lengths. The following is a general guideline.

Short article (up to 5 pages)	1 week
Article	1-2 Weeks
Long article (15 or more pages)	2-3 weeks
Book	1 week per chapter or 2 chapters per week depending on the topic and length of chapters.

SUGGESTED DISCUSSION QUESTIONS FOR BOOK STUDY GROUPS

- What did you enjoy about this article/book?
- What seem to be the key points here?
- What did you find surprising about the information introduced in this article/book?
- How has reading this article/book changed your opinion about this topic?
- How has the article/book increased your interest in the subject matter?
- How does the information support the elements of a comprehensive and coherent reading program based on scientifically based reading research?
- How does the information impact your students and your teaching?
- Are any of the events in the article/book relevant to your classroom experience?
- Did you find any information difficult to agree with? Please give an example or describe a personal experience to illustrate that point.
- Could you help us understand the reasons behind your opinion?
- What do you find most persuasive about this article/book?
- What have we missed that we need to talk about?
- Did any parts of the article/book make you reflect critically about your own teaching practice? If so, why did you feel that way?
- Did this lead to a new understanding or awareness of some aspect of your teaching practice that you might not have thought about before?
- Are there aspects from the article/book that you would like to incorporate into your classroom/school? Please describe.
- How can the findings from this article/book improve your practice?
- How can the findings improve our school-wide change effort?

REFERENCES AND RESOURCES FOR SCIENTIFICALLY BASED READING STRATEGIES TO LEAD STUDY GROUP DISCUSSIONS

These references provide further information on reading comprehension strategies to use when facilitating book or article study groups.

ADDITIONAL RESOURCES:

Allen, J. (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse Publishers.

L'Allie, S. K., & Elish-Piper, L. (2007). "Walking the walk" with teacher education candidates: Strategies for promoting active engagement with assigned readings. *Journal of Adolescent and Adult Literacy*, 50(5), 338-353.

Outsen, N., & Yulga, S. (2002). *Teaching comprehension strategies all readers need: Mini-lessons that introduce, extend, and deepen reading skills and promote a lifelong love of literature*. NY: Scholastic.

Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. NY: Scholastic.

Rasinski, T., & Padak, N. (2003). *Effective reading strategies: Teaching children who find reading difficult*. Upper Saddle River, NJ: Prentice Hall.

Tompkins, G. E. (1998). *50 literacy strategies: Step by step*. Upper Saddle River, NJ: Merrill, an imprint of Prentice Hall.

Tyner, B. (2003). *Small-group reading instruction: A differentiated teaching model for beginning and struggling readers*. Newark, DE: International Reading Association.

Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades K-3*. Alexandria, VA: ASCD.

RESOURCES FOR SCIENTIFICALLY BASED READING RESEARCH TOPICS AS A FOCUS FOR BOOK OR ARTICLE STUDY CIRCLES

PHONEMIC AWARENESS

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Adams, M. J.; Foorman, B. R.; Lundberg, I.; & Beeler, T. (1998). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. *American Educator*, 22(1-2), 18-29.

Anthony, J. L., & Lonigan, C. J. (2004). The nature of phonological awareness: Converging evidence from four studies of preschool and early grade school. *Journal of Educational Psychology*, 96, 43-55.

Bear, D.; Invernizzi, M.; Templeton, S.; & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Merrill.

Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington DC: National Association for the Education of Young Children.

Ehri, L. C.; Nunes, S. R.; Willows, D. R.; Schuster, B. V.; Yaghoub-Zadeh, Z.; & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly*, 36, 250-287.

Ehri, L.C. & Roberts, T. (2006). *The roots of learning to read and write: Acquisition of letters and phonemic awareness*. In D.K. Dickinson & S.B. Neuman (Eds.), *Handbook of Early Literacy Research*, Volume 2. New York: The Guilford Press.

Felton, R. H., & Pepper, P. P. (1995). Early identification and intervention of phonological deficits in kindergarten and early elementary children at risk for reading disability. *School Psychology Review*, 24, 405-414.

Juel, C. (1991). Beginning reading. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research*, Vol. 2. Mahwah, NJ: Erlbaum.

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing. National Reading Panel (2000). *Report of the National Reading Panel*:

Teaching children to read: Reports of the Subgroups (NIH No. 00-4754). Washington, DC: National Institute of Child Health and Human Development.

National Research Council (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Smith, S. B.; Simmons, D. C.; & Kame'enui, E. J. (1998). Phonological awareness: Research bases. In D. C. Simmons & E. J. Kame'enui (Eds.), *what reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Lawrence Erlbaum Associates.

Snow, C. E.; Burns, M. S.; & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge, NY: Cambridge University Press.

Torgesen, J. K. (1999). Assessment and instruction for phonemic awareness and word recognition skills. In H. W. Catts & A. G. Kamhi (Eds.), *Language and reading disabilities* (128-153). Boston: Allyn and Bacon.

Torgesen, J. K., & Bryant, B. T. (1994). *Phonological awareness training for reading*. Austin, TX: Pro-ed.

PHONICS

Beck, I. L. (2006). *Making sense of phonics: The hows and whys*. New York: Guilford Press.

Bransford, J. D.; Brown, A. L.; & Cocking, R. R. (Eds.) (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Cunningham, P. M., & Cunningham, J. W. (2002). What we know about how to teach phonics. In A. E. Farstrup & S. Samuels (Eds.). *What research has to say about reading instruction*, 87-109. Newark, DE: International Reading Association.

Ehri, L. C.; Nunes, S. R.; Stahl, S. A.; & Willows, D. M. (2001). Systematic phonics instruction helps students learn how to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research*, 71 (3), 393-447.

Farstrup, A. E., & Samuels, S. J. (Eds.) (2002). *What research has to say about reading instruction* (3rd ed.). Newark, DE: International Reading Association.

Gunning, T. (1995). Word building: A strategic approach to the teaching of phonics. *The Reading Teacher*, 48, 484-488.

Harris, T. L., & Hodges, R. E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.

International Reading Association (2002). *Evidence-based reading instruction: Putting the National Reading Panel report into practice*. Newark, DE: Author.

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing.

Morris, D. (1982). "Word sort": A categorization strategy for improving word recognition ability. *Reading Psychology*, 3(3), 247-259.

National Institute for Literacy (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: Author.

Stahl, S. A. (2002). Saying the "P" word: Nine guidelines for exemplary phonics instruction. In *Evidence-based reading instruction* (pp. 61-68). Newark, DE: International Reading Association.

Stahl, S. A.; Duffy-Hester, A. M.; & Dougherty Stahl, K. A. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33, 338-355.

Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction, grades K-3*. Alexandria, VA: Association for Supervision and Curriculum Development.

White, T. G. (2005). Effects of systematic and strategic analogy-based phonics on grade 2 students' word reading and reading comprehension. *Reading Research Quarterly*, 40(2), 234-255.

COMPREHENSION

Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York: Guilford.

Block, C. C., & Pressley, M. (Eds.) (2001). *Comprehension instruction: Research-based best practices*. New York: Guilford.

Bransford, J. D.; Brown, A. L.; & Cocking, R. R. (Eds.) (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Connor, C. D.; Morrison, E. J.; & Petrella, J. N. (2004). Effective reading comprehension instruction: Examining child X instruction interactions. *Journal of Educational Psychology*, 96, 682-698.

Harris, T. L., & Hodges, R. E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Klingner, J. K.; Vaughn, S.; Arguelles, M. E.; Hughes, M. T.; & Leftwich, S. A. (2004). Collaborative strategic reading: "Real world" lessons from classroom teachers. *Remedial and Special Education*, 25, 291-302.

Kucan, L., & Beck, I. L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67(3), 271-299.

National Institute for Literacy (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: Author.

Pearson, P. D., & Gallagher, M. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317-344.

Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, VIII*, 545-561). Mahwah, NJ: Erlbaum & Associates.

RAND Reading Study Group (C. Snow, Chair). (2002). *Reading for understanding: An R & D program in reading comprehension*. Santa Monica, CA: RAND.

Vygotsky, L. S. (1962). *Thought and language*. Cambridge: MIT Press.

FLUENCY

Chard D. J.; Vaughn S.; & Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35(5), 386-406.

Chomsky, C. (1976). After decoding: What? *Language Arts*, 53, 288-296.

Fleisher, L. S.; Jenkins, J. R.; & Pany, D. (1979/1980). Effects on poor readers' comprehension of training in rapid decoding. *Reading Research Quarterly*, 15, 30-48.

Fuchs, L. S.; Fuchs, D.; Hosp, M. K.; & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), 239-256.

Habrouck, J. E., & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, 24, 41-44.

Johns, J., & Berglund, R. (2002). *Fluency: Question, answers, evidence-based strategies*. Dubuque, IA: Kendall/Hunt Publishing Company.

Kuhn, M. (2004). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher*, 58(4), 338-344.

Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95(1), 3-21.

Kuhn, M. R., & Stahl, S. A. (2000). *Fluency, a review of developmental and remedial practices*. CIERA Report #2-008. Center for Improvement of Early Reading Achievement, University of Michigan. Retrieved April 15, 2005, from <http://www.ciera.org/librarv/reports/inquiry-2/2-008/2-008.html>.

National Institute for Literacy (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: Author.

Rasinski, T.; Blachowicz, C. L. Z.; & Lems, K. (2006). *Fluency instruction: Research-based best practices*. New York: Guilford Press.

Rasinski, T. (2004). *Assessing Reading Fluency*. Honolulu, HI: Pacific Resources for Education and Learning. Available at <http://www.prel.org/products/re/assessing-fluency.pdf>

Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York, NY: Scholastic Professional Books.

Samuels, S. J. (2002). Reading fluency: Its development and assessment. In Farstrup, A., & Samuels, S. (Eds.) *What research has to say about reading instruction* (pp. 166-183). Newark, DE: International Reading Association.

Samuels, S. J. (1997). The method of repeated readings. *The Reading Teacher*, 50 (5), 376-381.

Vaca, R., and Vaca, J. (1999). *Content area reading: Literacy and learning across the curriculum*, 6th edition. New York, NY: Logman.

VOCABULARY

Anderson, R. C. (1996). Research foundations to support wide reading. In V. Greaney (Ed.), *Promoting reading in developing countries* (pp. 55-77). Newark, DE: International Reading Association.

Beck, I. L., & McKeown, M. G. (2001). Text talk: Capturing the benefits of read-aloud experiences for young children. *Reading Teacher*, 55(1), 10-20.

Beck, I.; McKeown, M. G.; & Kucan, L. (March 2002). Bringing words to life: Robust vocabulary development. New York: Guilford Press.

Biemiller, A. (2001). Teaching vocabulary: Early, direct, and sequential. *American Educator*, 25, 24-28.

Blachowicz, C. L. Z., & Fisher, P. (2000). Vocabulary instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (vol. 3) (pp. 503-524). Mahwah, NJ: Erlbaum.

Blachowicz, C. L. Z., & Fisher, P. (2003). Best practices in vocabulary instruction. In L. M. Morrow, L. B. Gambrell, & M. Pressley (Eds.), *Best practices in literacy instruction* (2nd ed.) (pp. 87-110). New York: Guilford.

Bryant, D. P.; Goodwin, M.; Bryant, B. R.; & Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. *Learning Disability Quarterly*, 26(2), 117-128.

Carlo, M. S.; August, D.; McLaughlin, B.; Snow, C. E.; Dressier, C.; Lippman, D. N.; Lively, T. J.; & White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39(2), 188-215.

Jitendra, A. K.; Edwards, L. L.; Sacks, G.; & Jacobson, L. A. (2004). What research says about vocabulary instruction for students with learning disabilities. *Exceptional Children*, 70(3), 299.

Joshi, R. M. (2005). Vocabulary: A critical component of comprehension. *Reading & Writing Quarterly*, 21(3), 209-219.

Nagy, W. E., & Scott, J. A. (2000). Vocabulary process. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (vol. 3) (269-284). Mahwah, NJ: Erlbaum.

Neuman, S. B. (2006). Building vocabulary to build literacy skills: How to help children build a rich vocabulary day by day. *Early Childhood Today*, 20(4), 12-14.

Rupley, W. H., & Nichols, W. D. (2005). Vocabulary instruction for the struggling reader. *Reading & Writing Quarterly*, 21(3), 239-260.

Snow, C. E.; Burns, M. S.; & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Stahl, S. A. (1998). *Vocabulary development*. Cambridge, MA: Brookline Press.

STRUGGLING READERS

Allington, R. L. (2001). *What really matters for struggling readers: Designing research-based interventions*. New York: Longmans.

Pressley, M.; Wharton-McDonald, R.; Allington, R. L.; Block, C. C.; Morrow, L.; Tracey, D.; Baker, K.; Brooks, G.; Cronin, J.; Nelson, E.; & Woo, D. (2001). A study of effective first-grade literacy instruction. *Scientific Studies in Reading*, 5, 35-58.

Snow, C. E.; Burns, M. S.; & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

O'Shaughnessy, T. E., & Swanson, H. L. (2000). A comparison of two reading interventions for children with reading disabilities. *Journal of Learning Disabilities*, 33(3):257-77.

Stanovich, P. J., & Stanovich, K. E. (2003). *Using research and reason in education: How teachers can use scientifically based research to make curricular & instructional decisions*. Washington, DC: US Department of Education. [View PDF](http://www.nifl.gov/partnershipforreading/publications/html/stanovich/)
<http://www.nifl.gov/partnershipforreading/publications/html/stanovich/>.

DIFFERENTIATED INSTRUCTION

Broderick, A.; Mehta-Parekh, H.; & Reid, D. K. (2005). Differentiating instruction for disabled students in inclusive classrooms. *Theory into Practice*, 44(3), 194-202.

Grant, J. (2003). Differentiating for Diversity. *Principal* 82(3), 48-51.

Gregory, G., & Chapman, C. (2002). Differentiated instructional strategies: One size doesn't fit all. Thousand Oaks, CA: Corwin Press, Inc.

Hoover, J. J., & Patton, J. R. (2004). Differentiating standards-based education for students with diverse needs. *Remedial and Special Education*, 25(2), 74-78.

Kosanovich, M., Ladinsky, K., Nelson, L., & Torgesen, J. (2007). *Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students*. Tallahassee, FL: Florida Center for Reading Research.

Olenchak, F. R. (2001). Lessons learned from gifted children about differentiation. *The Teacher Educator* 36 (3), 185-198.

Pool, C. R. (2000). Differentiation in the classroom. *Educational Leadership* 58(1), 96.

Tomlinson, C. T. (2000). Differentiated instruction: Can it work? *The Education Digest* 65 (5), 25-31.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tyner, B. (2004). Beginning reading instruction and the small-group differentiated reading model. In *Small-Group Reading Instruction*, (1-16). Newark, DE: International Reading Association.

Tyner, B., & Green, S. E. (2005). The evolving reader stage. In *Small-Group Reading Instruction*, (35-59). Newark, DE: International Reading Association.

RESPONSE TO INTERVENTION

Brown-Chidsey, R. & Steege, M. W. (2005) *Response to Intervention: Principles and Strategies for Effective Practice*. New York: Guilford Press.

Center for Applied Special Technology. (2006.) *Response-to-instruction and Universal Design for Learning: How Might They Intersect in the General Education Classroom?* The Access Center: Washington DC.

Fuchs, D. & Fuchs, L. (2006). *New Directions in Research: Introduction to Response to Intervention: What, Why, and How Valid Is It?* In Reading Research Quarterly (January, February, March). Retrieved from: <http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RRQ.41.1.4&F=RRQ-41-1-Fuchs.html>.

Howell, K., Kelley, B. & Robinson, L. (2008). *Preparing teachers for problem-solving within the Response to Intervention (RtI) model*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Hilton New Orleans Riverside, New Orleans, LA Online <PDF>. 2008-10-08 from http://www.allacademic.com/meta/p207672_index.html.

Justice, L. M. (2006). Evidence-Based Practice, Response to Intervention, and the Prevention of Reading Difficulties. *Language, Speech, and Hearing Services in Schools*, (33) 284-297. Rockville, MD: American Speech-Language-Hearing Association.

Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential pitfalls. *Learning Disabilities Research & Practice*, 18(3), 137-146.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391-409.