
Building Blocks of Literacy: Participant's Guide



Keystones to Opportunity:

Pennsylvania's Vision for Sustainable Growth
In Reading Achievement



Pennsylvania Comprehensive Literacy Plan:

Keystones to Opportunity

The PaCLP is designed to provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students. The plan identifies and describes essential evidence-based notions about the content of literacy and the processes by which all stakeholders can facilitate learning in a coherent and consistent manner.

Five Guiding Principles

1. Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is an essential at all levels (Birth-Grades 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.
2. Student learning, motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.
3. There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child’s needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.
4. Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.
5. Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners.

Six Essential Elements

1. Literacy programs (Birth-12) require a well-articulated, coherent set of goals based on standards as identified by Pennsylvania Department of Education. Articulation is needed between all levels, but especially at important transition points, (i.e., pre-school to kindergarten; elementary school to middle school; and middle school to secondary school). Such programs also require an understanding that each of the language arts contributes to the learning of the other disciplines.
2. Oral language is the foundation for literacy development. Speaking and listening are the tools of communication that become the basis for the written word.
3. Effective assessment is a key component of quality teaching and learning and is important for literacy instruction and student learning. Teachers, schools, districts, and the state need the knowledge and understanding of how to use data-driven decision-making to inform instructional practices and improve student learning.
4. Fostering engagement and academic resiliency are keys to developing literate students.
5. Differentiation of instruction is key to enhancing students’ ability to learn. Teachers must be able to plan instruction that accounts for the differences that exist in students’ skills, interests, cultures, and experiential backgrounds.
6. The development of a literate individual requires that educators in all of the academic disciplines incorporate literacy instruction as a means of enhancing students’ ability to learn the content of the discipline.



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania Comprehensive Literacy Plan (PaCLP) is available online at <http://pdesas.org> under Instruction: Keystones to Opportunity.

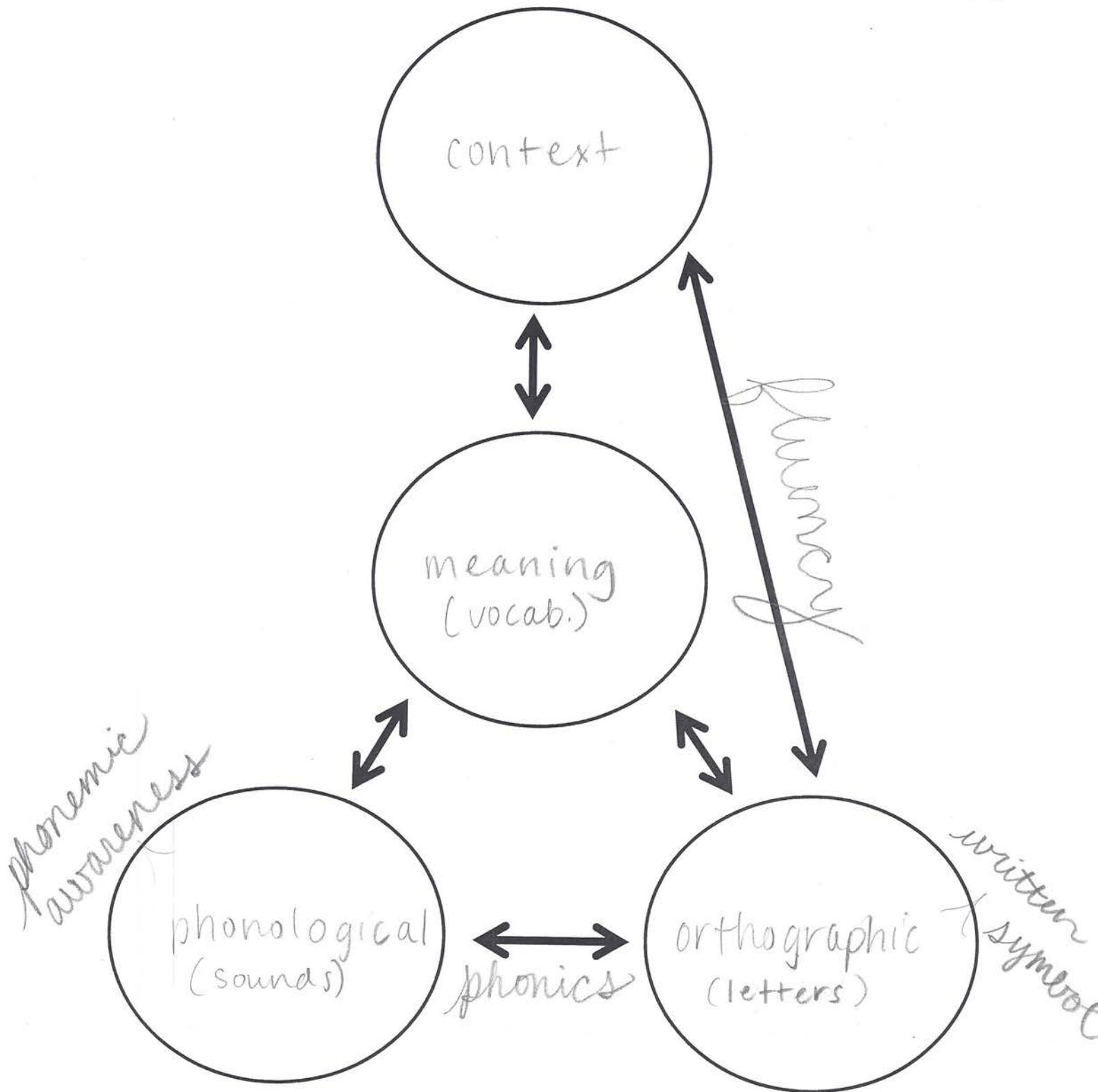
DeHaene, S. (2009). *Reading in the brain: The new science of how we read*. Penguin Books: New York. p 11.

“Written word processing starts in our eyes. Only the center of the retina, called the fovea, has a fine enough resolution to allow for the recognition of small print. Our eyes must therefore move around the page constantly. Whenever our eyes stop, we only recognize one or two words. Each of them is then split up into myriad fragments by retinal neurons and must be put back together before it can be recognized. Our visual system progressively extracts graphemes, syllables, prefixes, suffixes, and word roots. Two major parallel processing routes eventually come in to play; the phonological route which converts letters into speech sounds and the lexical route which gives access to a mental dictionary of word meanings.”

What did you have to know and be able to do to read and comprehend this passage?

context clues
determine meaning
process
comprehend / reread

Four Part Processing System
(Seidenberg and McClelland 1989)



Oral Language Development

<p>Why do we have language?</p> <p>to communicate to express feelings/ ourselves</p>	<p>Why do we learn language early?</p> <p>to get what we want / need survival</p>
<p>What is the progression of learning a language?</p> <p>sounds express self (needs/wants)</p>	<p>What other interesting points did you discover?</p> <p>larynx shifts down 3 cm after ~ 1 year</p>

Findings from Hart and Risley video:

* One (main) Type
of Language → talking to accomplish something
("business talk")

1-500 w/hr. = ↓ avg. > 50 million vs.
1200 w/hr. = avg. 12 million words
22-3600 w/hr. = ↑ avg.

Talkativeness > Social Econ. Status

Parent Engagement

“My vision for family engagement is ambitious...I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children’s teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported...when parents demand change and better options for their children, they become the real accountability backstop for the educational system.”

(Secretary of Education, Arne Duncan, May 3, 2010).

I now KNOW that I am my son's first and most important teacher, and I want to be able to help him succeed in his education until he graduates. And...maybe beyond that!”

(Family Literacy Parent, Mifflin County, 2011)

Oral Language Time to Reflect:

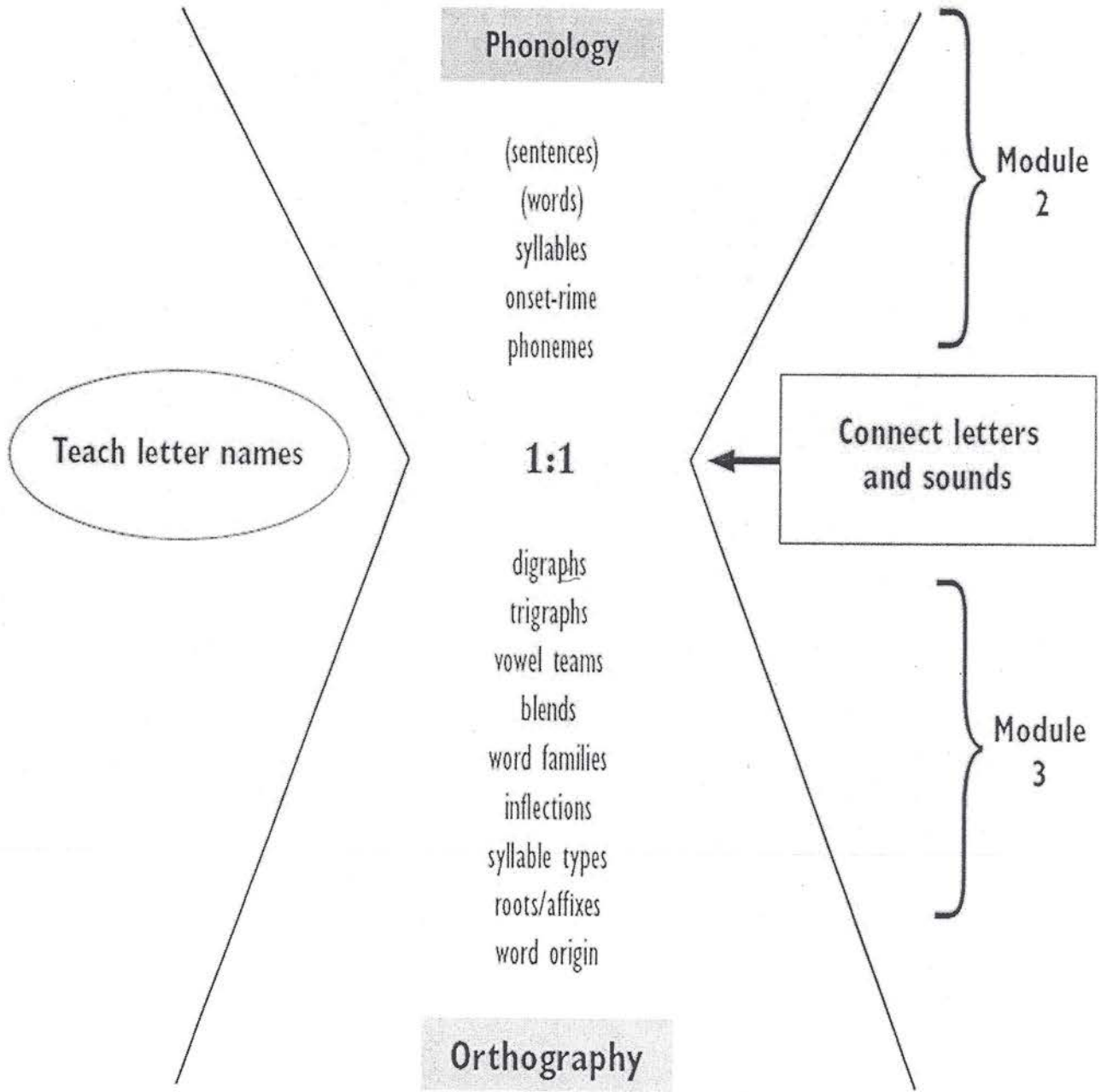
In your journal; think of your classroom, and your students and answer the following:

What should oral language “look like/sound like” in your classroom?

“Looks Like”	“Sounds Like”

What do you currently have in place, and what do you currently want to add/modify?

The Hourglass Model: Reproduced with permission from author Carol A. Tolman. Original can be located in *LETRS* training modules by SoprisWest.



Phonological Awareness Scavenger Hunt

1. Logon to the Standards-Aligned System at www.pdesas.org

- Click on “Standards”
 - Click on “View Standards” and under “Select a Grade level/Subject Area”
 - Click on down arrow to right of “select a grade level”
 - Choose either K-2 or 3-5 or 6-8
 - Click on down arrow to right of “select a subject area”
 - Choose “Reading, writing, speaking & listening”
 - Locate some materials you find of value for phonological awareness
 - Save them in your ePortfolio
 - Why do you find these tools valuable for your grade level?

2. Logon to the Standards-Aligned System at www.pdesas.org

- Click on “Standards”
 - Click on PA Common Core
 - Click on Appendix A
- Read pages 18 (from “Phonological Awareness”) to 20 (to “Orthography”) and answer the following questions

- What tools do you currently have in place to support the skills listed within these pages?

- What tools do you still need?

3. Depending on your grade level, go to www.google.com . In search box, type: Phonological awareness activities for [your grade level] (pre-k; k; first grade, etc., older students). Share your findings with a partner.

Phonological Awareness Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should phonological awareness “look like/sound like” in your classroom?

“Looks Like”	“Sounds Like”

What do you currently have in place, and what do you currently want to add/modify?

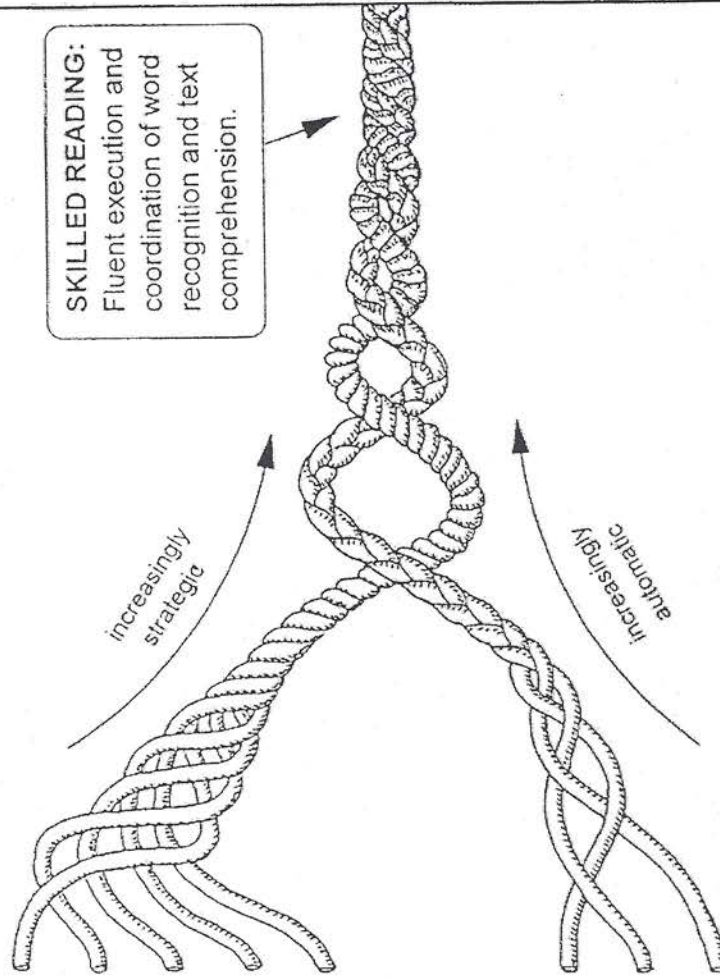
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
- VOCABULARY
(breadth, precision, links, etc.)
- LANGUAGE STRUCTURES
(syntax, semantics, etc.)
- VERBAL REASONING
(inference, metaphor, etc.)
- LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

- PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
- DECODING (alphabetic principle,
spelling-sound correspondences)
- SIGHT RECOGNITION
(of familiar words)



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.). *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.

Phonics and Orthography Expert Teams

Expert Team 1: PA Common Core: Foundational Skills

- Spiraling Common Core Activity: Using the tool on page 13 of the participant's guide, text render the document, looking for similarities and differences. Report information to an individual in Expert Team 2 & Expert Team 3.

Expert Team 2: Review of Phoneme-Grapheme Correspondence in CCSS Appendix A

- Appendix A: CCSS Phoneme-Grapheme Correspondence
- Review pgs 17-22
- Report information to an individual in Expert Team 1 & Expert Team 3.

Expert Team 3: PaCLP

- Using the "find tool" in the PDF, search the document for "phonics" and "orthography"
- What are the implications for phonics instruction?
- Report information to an individual in Expert Team 1 & Expert Team 2.

What information did you find to add to your current knowledge?

What tools do you still need?

If time allows: Depending on your grade level, go to www.google.com . In search box, type: Phonics and Orthography activities for [your grade level] (pre-k; k; first grade, etc., older students). Share your findings. Post on Today's Meet if applicable.

Foundational Skills K – 5

Students gain a working knowledge of concepts of print, alphabetic principle and other basic conventions.

Phonics and Word Recognition

Grade 5 – Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.

Grade 4 – Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondence, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.

Grade 3 – Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade appropriate irregularly spelled words.

Grade 2 – Know and apply grade level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two syllable words with long vowels and words with common prefixes and suffixes. Read grade level high-frequency sight words and words with inconsistent but common spelling sound correspondences. Read grade appropriate irregularly spelled words.

Grade 1 - Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade appropriate irregularly spelled words.

Kindergarten - Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one to one letter sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level high frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Pre-K – Develop beginning phonics and word skills. Associates some letters with their names and sounds. Identify familiar words and environmental print.

Phonics Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should phonics “look like/sound like” in your classroom?

“Looks Like”	“Sounds Like”

What do you currently have in place, and what do you currently want to add/modify?

Accuracy and Fluency Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should accuracy and fluency “look like/sound like” in your classroom?

“Looks Like”	“Sounds Like”

What do you currently have in place, and what do you currently want to add/modify?

Working through Vocabulary Tiers

Word	<u>Category 1:</u> Is this a generally useful word?	<u>Category 2:</u> Does the word relate to other words or ideas that the student has been learning?	<u>Category 3:</u> Is the word helpful in understanding the text?	<u>Tier</u> Choose 1, 2, or 3

- * If the word fits in all categories above, then it is most probably a Tier 2 word.
- * If the word fits in first category only, then it is probably a Tier 1 word.
- * If the word fits in category 2 & 3 , but not in 1, then it is probably a Tier 3 word>

Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure – Vocabulary

Grade 11-12 - Evaluate how words and phrases shape meaning and tone in texts.

Grade 9-10 - Analyze how words and phrases shape meaning and tone in texts.

Grade 8 - Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

Grade 7 - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.

Grade 6 - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

Grade 5 - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

Grade 4 - Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

Grade 3 - Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

Grade 2 - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Grade 1 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Kindergarten - Ask and answer questions about unknown words in a text.

Pre-K - Answer questions about unfamiliar words read aloud from a story.

Vocabulary Time to Reflect:

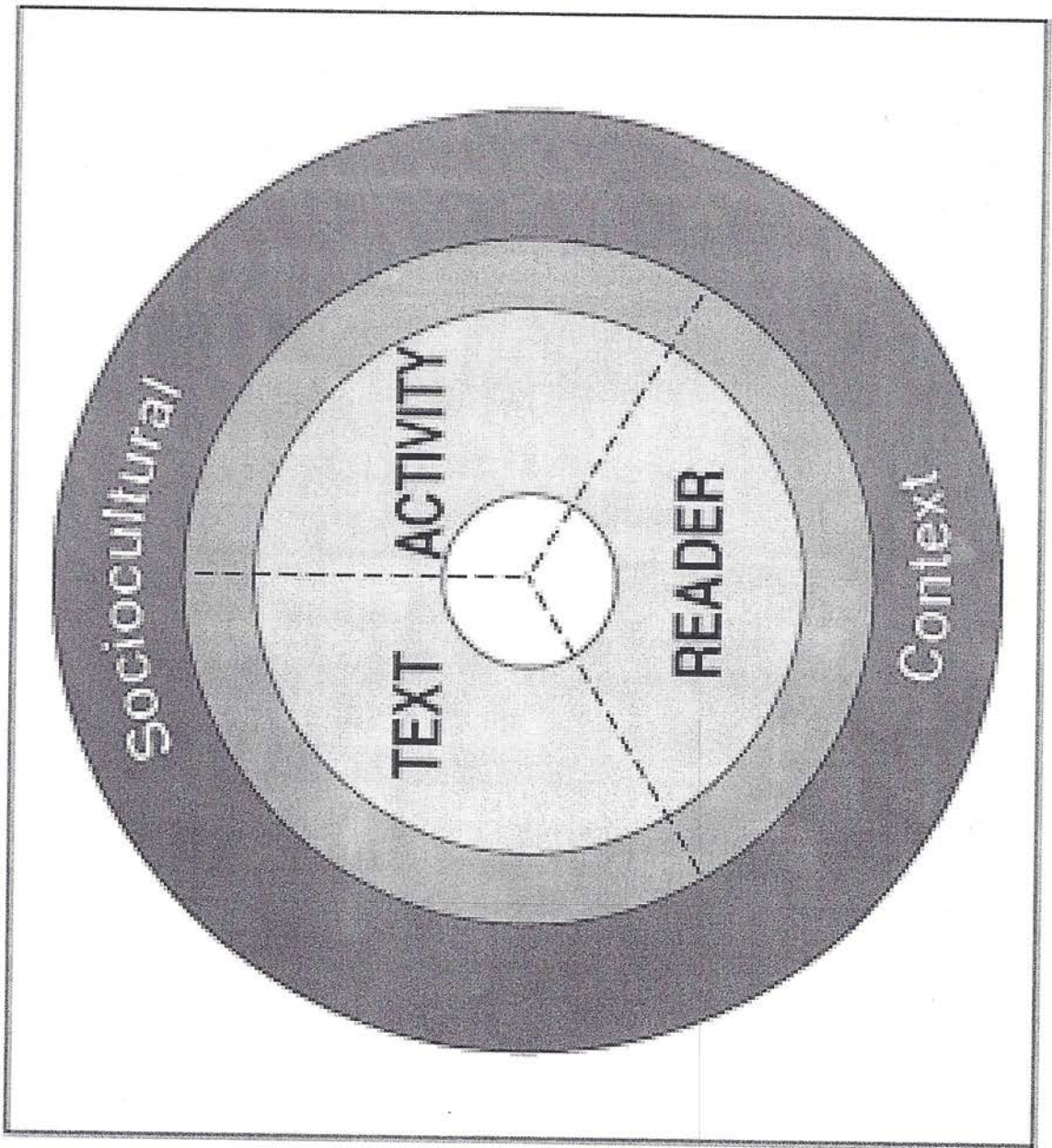
In your journal; think of your classroom, and your students and answer the following:

What should vocabulary instruction “look like/sound like” in your classroom?

“Looks Like”	“Sounds Like”

What do you currently have in place, and what do you currently want to add/modify?

A Heuristic for Thinking about Reading Comprehension (RAND, 2002)



Jigsaw Activity: RAND Report Reading for Understanding

Toward an R&D Program in Reading Comprehension (Copyright 2002)

THE READER (person #1)

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency—quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading.

Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience. Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways—the comprehension of the text under current consideration and comprehension capacities more generally.

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

THE TEXT (person #2)

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units

representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass highstakes exams and to make themselves employable.

THE ACTIVITY (person #3)

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposefully, thus compromising their comprehension of the text.

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in

different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time). Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has. For example, reading the historical novel *Andersonville* may increase the reader's knowledge about the U.S. Civil War, even though the reader's initial purpose may have been enjoyment. The American history major who reads an assigned text about the Civil War may experience similar consequences, although the reading activity was undertaken for the explicit purpose of learning. Another consequence of reading activities is finding out how to do something. These *application*

consequences are often related to the goal of the reader. Repairing a bicycle or preparing bouillabaisse from a recipe are examples of applications.

As with knowledge consequences, application consequences may or may not be related to the original purposes. Finally, other reading activities have *engagement* as their consequences. Reading the latest Tom Clancy novel might keep the reader involved while on vacation at the beach. We are not suggesting, however, that engagement occurs only with fiction. Good comprehenders can be engaged in many different types of text. Knowledge, application, and engagement can be viewed as direct consequences of the reading activity. Activities may also have other, longer-term consequences. Any knowledge (or application) acquired during reading for enjoyment also becomes part of the knowledge that a reader brings to the next reading experience. Learning new vocabulary, acquiring incidental knowledge about Civil War battles or bouillabaisse ingredients, or discovering a new interest might all be consequences of reading with comprehension.

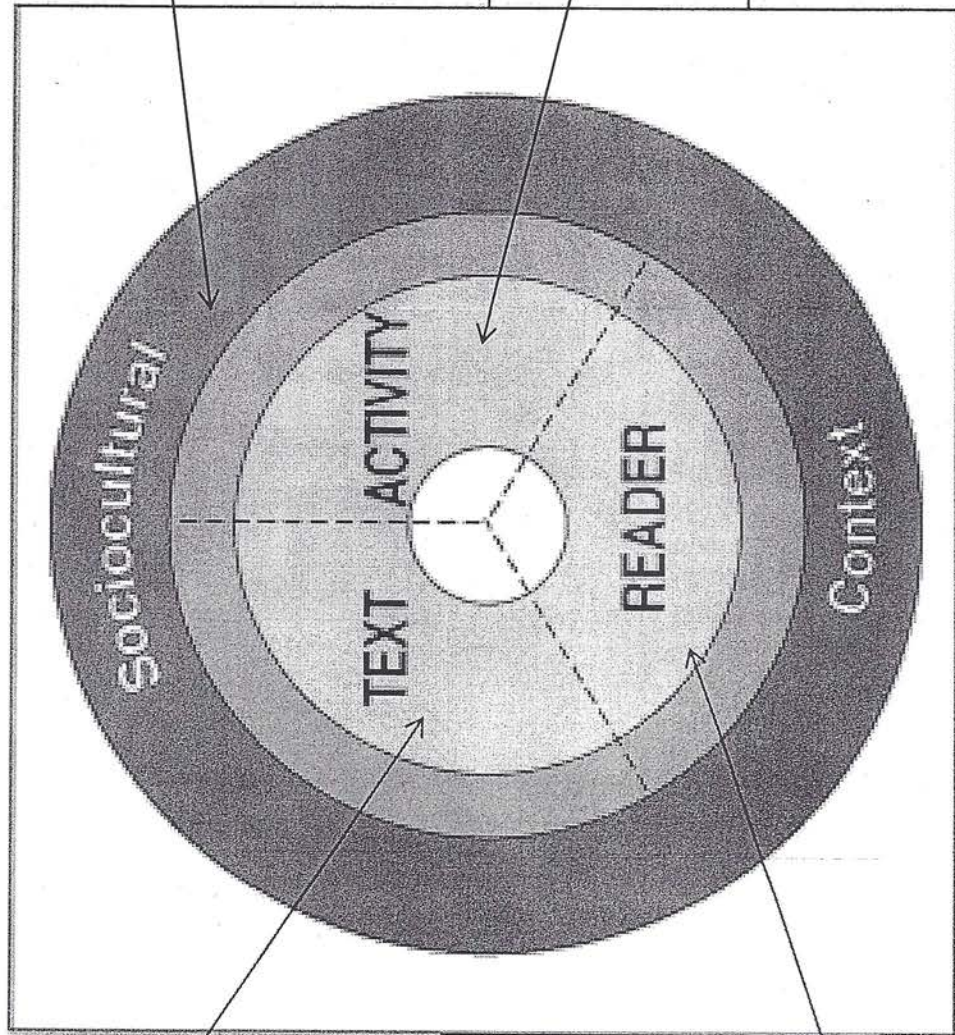
T H E C O N T E X T (p e r s o n # 4)

One important set of reading activities occurs in the context of instruction. Understanding how the reader's purpose for reading and operations are shaped by instruction, and how short- and long-term consequences are influenced by instruction, constitutes a major issue within the research agenda we propose. When we think about the context of learning to read, we think mostly of classrooms. Of course, children bring to their classrooms vastly varying capacities and understandings about reading, which are in turn influenced, or in some cases determined, by their experiences in their homes and neighborhoods. Further, classrooms and schools themselves reflect the neighborhood context and the economic disparities of the larger society. The differences in instruction and in the availability of texts, computers, and other instructional resources between schools serving low-income neighborhoods and those serving middle-income neighborhoods are well documented. Sociocultural and socio-historical theories of learning and literacy describe how children acquire literacy through social interactions with more expert peers and adults. According to Vygotsky (1978), with the guidance and support of an expert, children are able to perform tasks that are slightly beyond their own independent knowledge and capability. As they become more knowledgeable and

experienced with the task, the support is withdrawn, and the children internalize the new knowledge and experiences they have acquired, which results in learning. From a sociocultural perspective, both the process (the ways the instruction is delivered and the social interactions that contextualize the learning experience) and the content (the focus of instruction) are of major importance. Tharp and Gallimore (1988) explain that children's acquisition of knowledge (and literacy) is influenced by five characteristics of the sociocultural context, which they call activity settings: the identity of the participants, how the activity is defined or executed, the timing of the activity, where it occurs, and why children should participate in the activity, or the motivation for the activity. Clearly, all five characteristics are likely to vary as a function of both economic and cultural factors.

The effects of contextual factors, including economic resources, class membership, ethnicity, neighborhood, and school culture, can be seen in oral language practices, in students' self-concepts, in the types of literacy activities in which individuals engage, in instructional history, and, of course, in the likelihood of successful outcomes. The classroom-learning environment (such as organizational grouping, inclusion of technology, or availability of materials) is an important aspect of the context that can affect the development of comprehension abilities.

A Heuristic for Thinking About Reading Comprehension (RAND, 2002)



The text contains:

- Surface code
- Text base
- Mental Models

The reader brings:

- Cognitive capabilities
- Motivation
- Knowledge
- Experiences

Sociocultural Context:

- Shapes and is shaped by the reader
- Interacts with all 3 elements

The activity involves:

- Purpose(s)
- Process of reading
- outcome

PA Common Core Standards

Grades K – 12

Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Key Ideas and Details Main Idea

Grades 11-12 CC.1.2.11-12.A

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Grades 9-10 CC.1.2.9-10.A L.N.1.1.1 L.N.1.3.2 L.N.2.3.3

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts

Grade 8 CC.1.2.8.A E08.B-K.1.1.2

Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 7 CC.1.2.7.A E07.B-K.1.1.2

Analyze how two or more authors present and interpret facts on the same topic.

Grade 6 CC.1.2.6.A E06.B-K.1.1.2

Examine how two authors present similar information in different types of text.

Grade 5 CC.1.2.5.A E05.B-K.1.1.2

Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

Grade 4 CC.1.2.4.A E04.B-K.1.1.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Grade 3 CC.1.2.3.A E03.B-K.1.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Grade 2 CC.1.2.2.A

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Grade 1 CC.1.2.1.A

Identify the main idea and retell key details of text.

Kindergarten CC.1.2.K.A

With prompting and support, identify the main idea and retell key details of text.

Pre-K CC.1.2.PK.A

With prompting and support, retell key details of text that support a provided main idea.

Comprehension Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

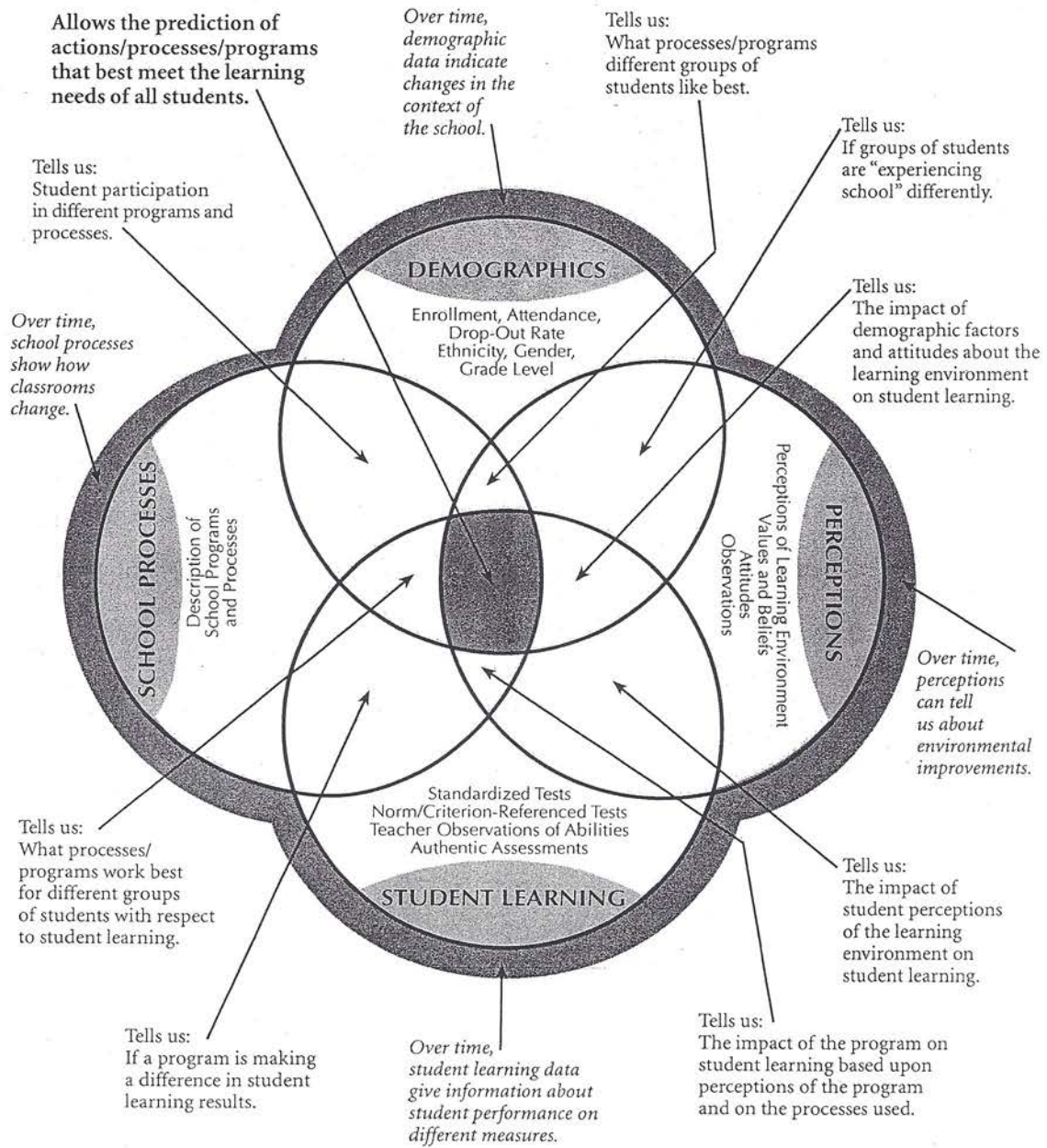
What should comprehension instruction “look like/sound like” in your classroom?

“Looks Like”	“Sounds Like”

What do you currently have in place, and what do you currently want to add/modify?

<p style="text-align: center;">Oral Language</p>	<p>The reception and expression of the pragmatic, semantic, syntactical, morphological, and phonological aspects of language; involves listening and speaking.</p>
<p style="text-align: center;">Phonological Awareness</p>	<p>The ability to clearly perceive and effectively manipulate the sounds of language. This ability is critical for reading and spelling.</p>
<p style="text-align: center;">Phonics and Word Study</p>	<p>Learning the relationship between letters (graphemes) and sounds (phonemes), and then remember the exact letter patterns and sequences that represent various speech sounds (Moats, 2000).</p>
<p style="text-align: center;">Accuracy and Fluency</p>	<p>The ability to read, speak, or write easily, correctly, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.</p>
<p style="text-align: center;">Vocabulary</p>	<p>A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge</p>
<p style="text-align: center;">Comprehension</p>	<p>The act or fact of grasping the meaning, nature, or importance of; understanding.</p>

Multiple Measures of Data



Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Note. From *Using Data to Improve Student Learning in Elementary Schools*, by Victoria L. Bernhardt, 2003, Larchmont, NY: Eye on Education. Copyright © 2003 Eye on Education, Inc. Reprinted with permission.

Resources for Building Blocks of Literacy

The processes of reading are deep and vast. Below are some resources that will be discussed throughout the module to build a more comprehensive understanding of literacy acquisition and instruction.

Annotated bibliographies will be included. This list is not exhaustive.

Websites:

CIERA International Reading Association IRIS Center for Training Enhancements Keystone State Reading Association MCREL: Research for Education and Learning	Reading Online Responsive Education for All Children Standards-Aligned System What Works Clearinghouse
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Books:

- Allington R. (2006). *What really matters for struggling readers: Designing research-based programs* (2nd ed.). New York, NY: Longman.
- Allington, R. (2009). *What really matters in response to intervention research based designs*. New York, NY: Allyn & Bacon.
- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., Reschly, D.J., Schrag, J., Tilly III, W. D. (2005). *Response to Intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education.
- Bear, D. R., Invernizzi, M., & Templeton, S. (2007). *Words their way: Word study for phonic vocabulary and spelling instruction* (4th ed.). Upper Saddle Ridge, NJ: Prentice Hall.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.
- Bernhardt, V.L. (2004). *Data analysis for continuous school improvement*. Larchmont, NY: Eye on Education
- DeHaene, S. (2009). *Reading in the brain: The new science of how we read*. Penguin Books: New York
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