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TEACHING THE WORLD TO READ

CONTENTS

Ordering Options	2
Textbook Examination Copies	2
IRA Overview	3
Membership	4
Journals.....	4
Book Club	5
Reduced Rate Memberships.....	5
Books, Videos, and DVDs	6
New and Forthcoming Releases.....	6
Early Literacy	14
Elementary-Grade Instruction.....	18
Comprehension	24
Connecting Reading and Writing	26
Word Study	27
Adolescent Literacy	28
Content Area Learning.....	33
Assessment.....	35
Professional Development	38
Coaching and Leadership	42
Struggling Readers.....	45
Diverse Learners	48
Research and Policy	51
Position Statements	55
Family Literacy.....	56
Parent Resources	56
Merchandise.....	57
Conferences	58
Web Resources.....	60
Partnerships, Research, and Advocacy	61
Distributor Network.....	62
Index.....	64
Call for Authors	66
Order Form	Inside back cover

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Prices: All prices in this catalog are effective January 1, 2009. Prices are subject to change without notice.

The International Reading Association

Your best resource for individual and schoolwide professional development

**Do you remember who taught you how to read?
Chances are that it was a teacher.
And chances are that the International Reading Association
in some way influenced your learning.**

For more than half a century, IRA has provided high-quality professional development programs, publications, research, and advocacy to support teachers, administrators, college faculty, staff developers, policymakers, and community agencies in their efforts to improve literacy instruction for learners of all ages.

Today, our global membership of more than 80,000 individuals and institutions relies on these resources to advance their professional goals and

respond to the ever-changing needs of the education community and the larger society.

We invite you to explore these resources in this catalog, which features exciting new and soon-to-be-released titles, peer-reviewed professional journals, professional development conferences, technology tools, and more.

Thank you for sharing our vision of universal literacy and a lifetime of reading. Together, we can make a difference.



Giving opportunities

IRA offers you many opportunities to make a financial contribution to the Association, including the new **1,000 Lights for Literacy Fund**, which provides large grants to teachers to power classroom literacy programs. If you would like to learn more about making a gift to this fund, as well as other philanthropic opportunities, visit www.reading.org or contact IRA's Director of Development at 800-336-7323, ext. 480, or 302-731-3756.



Membership

When you join IRA, you become a member of the world's largest organization for literacy professionals. You gain access to cutting edge reading research and instructional practice through a wide range of benefits, including:

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■ Subscriptions to peer-reviewed journals targeted to age level and area of interest



The Reading Teacher (RT): IRA's most widely read journal is packed with current information and practical insights on effective, evidence-based reading instruction for children up to age 12. A one-year subscription includes the print and online versions of the journal. (8 issues a year; published September–May with a combined December/January issue)

Journal of Adolescent & Adult Literacy (JAAL): JAAL is dedicated to helping teachers of middle school, high school, and adult learners meet the challenges of teaching adolescent and older students. A one-year subscription includes the print and online versions of the journal. (8 issues a year; published September–May with a combined December/January issue)



Reading Research Quarterly (RRQ): This widely cited journal helps educators at all levels bridge theory and practice with current reading research. A one-year subscription includes the print and online versions of the journal. (4 issues a year)

Lectura y Vida (LyV): Our highly acclaimed Spanish-language quarterly delivers information about the most current reading instruction, theory, and research in Latin America. (4 issues a year; published in Argentina)

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Journal subscriptions for K–12 schools and universities/colleges are available by contacting IRA or your subscription agent.

Read sample articles at www.reading.org.

■ Reading Today

The Association's award-winning, bimonthly newspaper keeps you up to date on the latest news, trends, and issues in literacy education. Sent to all members.



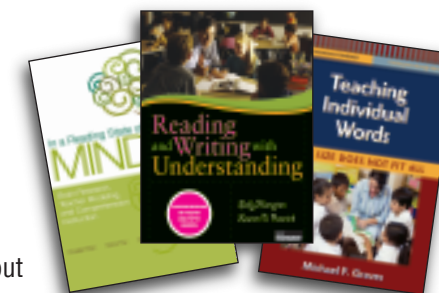
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New and Forthcoming Releases

Available
April 2009

Preschool Literacy Collection—New Edition

Editor: Lesley Mandel Morrow



Building a Foundation for Preschool Literacy: Effective Instruction for Children's Reading and Writing Development, Second Edition

Carol Vukelich, James Christie

Learn the core content and best practice strategies that you need to provide balanced, effective early literacy instruction to preschoolers. This foundational resource presents the research base for instructional approaches and illustrates how they have been used by outstanding teachers. A rich assortment of ideas and strategies will enable you to

- Teach phonological awareness
- Create a print-rich environment
- Engage teachers in children's play
- Plan a schedule that meets children's needs and integrates language and literacy throughout the curriculum
- Help parents promote their children's literacy learning

A new chapter dedicated to storybook reading explores the importance of reading aloud to young children and provides valuable, research-based strategies for preschool teachers to use to maximize the value of each storybook reading.

© 2009 / ISBN 978-0-87207-700-3
No. 700-854 / **IRA Members \$15.95** • Nonmembers \$19.95

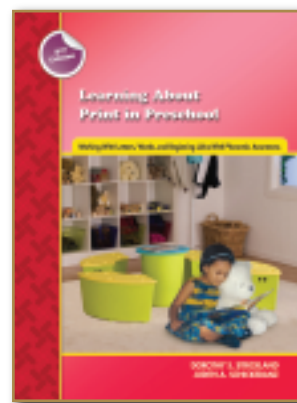
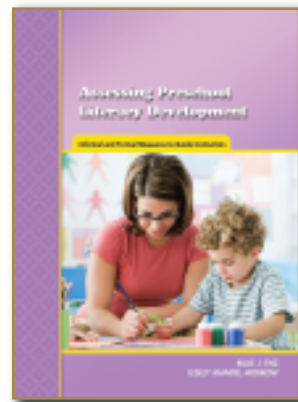
NEW TO THE COLLECTION

Assessing Preschool Literacy Development: Informal and Formal Measures to Guide Instruction

Billie J. Enz, Lesley Mandel Morrow

This all-new addition to the Preschool Literacy Collection offers explicit guidance on creating and using tools to assess oral language development; phonological awareness and early phonics; concepts about print, books, and writing; and comprehension. You'll learn how to administer, interpret, and use formal and informal assessments appropriately with preschool children and how to manage and share data effectively. Additional helpful resources include professional development guidelines for each chapter and supplemental resources for working with diverse families.

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No. 690-854 / **IRA Members \$15.95** • Nonmembers \$19.95



Learning About Print in Preschool: Working With Letters, Words, and Beginning Links With Phonemic Awareness, Second Edition

Dorothy S. Strickland, Judith A. Schickedanz

Find out how to develop preschoolers' print-related knowledge so that they can become successful early readers and writers. The rich variety of instructional strategies in this text will help young learners master concepts of print, phonemic awareness, and alphabet knowledge—the key predictors of early literacy success. You'll find suggestions that will enable you to meet the needs of diverse children, including English-language learners, as well as ideas for home-school connections and for assessment.

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No. 477-854 / **IRA Members \$15.95** • Nonmembers \$19.95

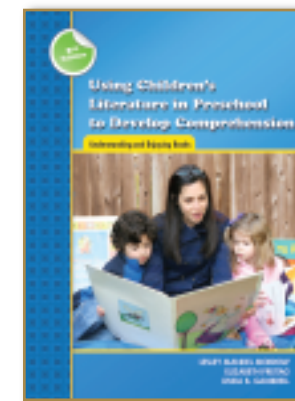
Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing, Second Edition

Kathleen A. Roskos, Patton O. Tabors, Lisa A. Lenhart

Create a language-rich program that joins oral language and early literacy to prepare your preschoolers for life in and out of school. Current research, planning and assessment suggestions, and instructional approaches will help you determine what oral language skills children need to learn, what kinds of language and literacy experiences to provide, what to look for in programs and materials, and whether children are making progress in their use of language.

The final chapter presents a day in the life of a preschool classroom to demonstrate how teachers can apply the model presented in this book. Additional resources include a "My ABCs" appendix with recommended assessment and curriculum planning resources.

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Using Children's Literature in Preschool to Develop Comprehension: Understanding and Enjoying Books, Second Edition

Lesley Mandel Morrow, Elizabeth Freitag, Linda B. Gambrell

Reading aloud to young children is critical for their social, emotional, and intellectual development. Here is a book that will help you create a rich environment that fosters reading comprehension and inspires a love of reading. You'll learn how to design a classroom literacy center, read and tell stories to children, help preschoolers comprehend stories and understand concepts of books, and integrate children's literature and literacy activities in thematic instruction and in the content areas. And you'll be able to strengthen the home-school connection with activities you can share with parents to increase the use of children's literature at home. Appendixes offer recommendations for children's literature, suggested websites and media resources, and storytelling ideas and techniques.

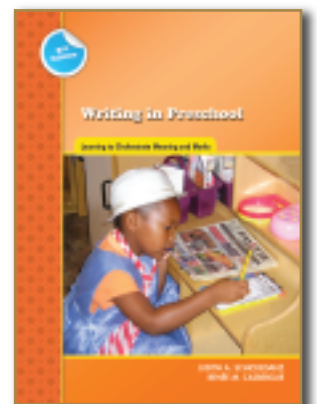
© 2009 / ISBN 978-0-87207-474-3
No. 474-854 / **IRA Members \$15.95** • Nonmembers \$19.95

Writing in Preschool: Learning to Orchestrate Meaning and Marks, Second Edition

Judith A. Schickedanz, Renée M. Casbergue

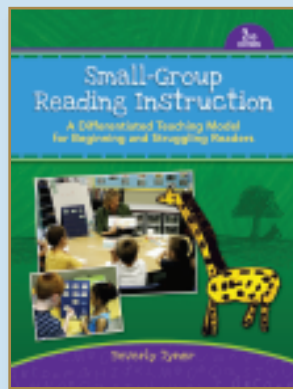
Get a detailed picture of young learners' writing development and find out how you can ensure that young learners become confident, competent writers. This resource will show you how to identify and build the knowledge and skills preschoolers need to understand print, set up an environment that supports writing, assess students' writing development, and work with parents to support children as they grow into writers. Numerous samples of children's writing in both home and school contexts will help you identify the various types of writing preschoolers typically create. A new chapter on helping children to convey meaning in words focuses on preschoolers' first steps in representing meaning and suggests ways that teachers can support them.

© 2009 / ISBN 978-0-87207-691-4
No. 691-854 / **IRA Members \$15.95** • Nonmembers \$19.95



SAVE when you buy all SIX books in the Preschool Literacy Collection!

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AVAILABLE APRIL 2009

Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers, Second Edition

Beverly Tyner

Book plus CD

The first edition of this title quickly became a bestseller for its research-based, classroom-tested model that brings children of similar abilities together into small groups for effective reading instruction. Easy-to-use lesson plans and activities support the five stages of reading—emergent, beginning, fledgling, transitional, and independent—and the accompanying CD features a wide assortment of materials that will help you implement the lessons.

Additional features in this updated edition include revised lesson plans with more hands-on student involvement, assessments to monitor students' progress, a chapter on engaging other students in independent activities while peers work in small groups, and a scope and sequence for word study for each stage of reader. Although intended for primary-grade teachers and reading specialists, the book also offers a solid basis for teacher training and reading intervention programs, including Response to Intervention.

"Before I began using the small group reading model, most of my students read below grade level. Now, most...are reading at or above grade level, their confidence has grown, and they enjoy reading and learning."

—Allison Barham
Second grade teacher

© 2009 / ISBN 978-0-87207-709-6
No. 709-854 / IRA Members \$23.95 • Nonmembers \$29.95

AVAILABLE APRIL 2009

Small-Group Reading Instruction: DVD Training Series for Beginning Readers, Revised and Updated

Beverly Tyner

This updated DVD series demonstrates the latest strategies presented in the second edition of *Small-Group Reading Instruction*. Watch the small-group model come alive as author Beverly Tyner demonstrates with five stages of readers, from nonreaders to independent readers.

You'll see firsthand how to include systematic word study, fluency, vocabulary, and comprehension in each lesson. And you'll see literacy activities that support each stage of reading development in actual classrooms. Assessments that identify at-risk readers and the tools to monitor their progress are also demonstrated. The series contains approximately three hours of demonstration lessons critical for effective staff development training.

Watch a video clip online at www.reading.org.

DVD: © 2009 / 3 hrs
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The small-group model is also available for intermediate grade learners. See p. 21.

AVAILABLE SUMMER 2009

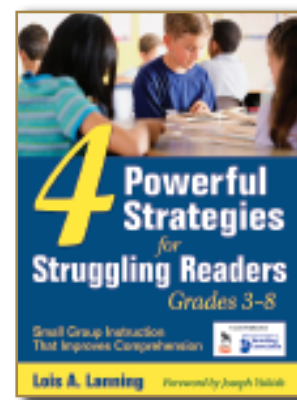
Guided Comprehension in Grades 3–8, Second Edition

Maureen McLaughlin, Mary Beth Allen

McLaughlin and Allen have combined their bestsellers *Guided Comprehension: A Teaching Model for Grades 3–8* and *Guided Comprehension in Action: Lessons for Grades 3–8* into one fully revised and updated resource that delivers everything you need to make the Guided Comprehension model work in your classroom.

The text includes new ideas for teaching the model, additional resources that support its evidence base, and 20 new, theme-based lessons. Other tools you can use right away include planning forms, teacher commentaries and think-alouds, samples of student work, numerous reproducibles, and lists of related texts and websites. Throughout the text are suggestions for differentiating instruction, including teaching English learners.

© 2009 / ISBN 978-0-87207-712-6
No. 712-854 / IRA Members \$31.95 • Nonmembers \$39.95



Four Powerful Strategies for Struggling Readers, Grades 3–8: Small Group Instruction That Improves Comprehension

Lois A. Lanning

Here are four targeted, research-based comprehension strategies to help struggling elementary-age learners understand what they read. You'll learn how you can support students' reading comprehension by teaching the strategies that highly successful readers use: summarizing, creating meaningful connections, self-regulating, and inferring. The author examines how, why, and when to use each strategy, and what each strategy looks like in practice.

Your students will benefit from the book's gradual-release approach that begins with teacher-directed instruction and leads to student-directed learning as skills increase; specific teaching techniques to use with each strategy; and detailed lesson examples for reading instruction and content area reading.

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© 2008 / 176 pp
No. 9306-854 / IRA Members \$23.95 • Nonmembers \$29.95

See also:

- *Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence*, p. 24
- *Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3–8*, p. 21
- *After Early Intervention, Then What? Teaching Struggling Readers in Grades 3 and Beyond*, p. 47

"Lanning sets out a very workable plan for enhancing reading comprehension."

—Richard L. Allington
Professor of Education,
University of Tennessee

Interactive Think-Aloud Lessons: 25 Surefire Ways to Engage Students and Improve Comprehension

Lori Oczkus

Book plus DVD

Improve your K–5 students' comprehension with these engaging, classroom-tested think-aloud lessons from the bestselling author of *Reciprocal Teaching at Work* (p. 25). This must-have resource presents 25 think-aloud lessons for modeling comprehension strategies, such as connecting, predicting, inferring, questioning, summarizing, monitoring/clarifying, and evaluating.

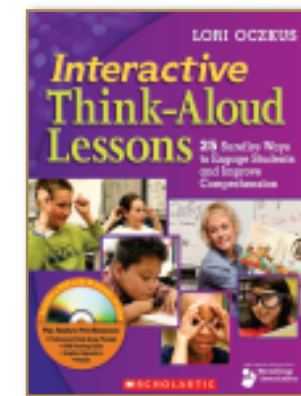
The lessons also incorporate creative ideas for using gestures, props, and songs for motivating your students and helping them understand when to apply a strategy. You can see many of the lessons in action in the accompanying 40-minute DVD plus viewing guide that serves as a professional development workshop-in-a-book for literacy coaches, teacher leaders, and teacher study groups.

Copublished with Scholastic, Inc.

© 2009 / 144 pp
No. 9309-854 / IRA Members \$20.75 • Nonmembers \$25.99

See also by Lori Oczkus:

- *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension and the companion video training series Reciprocal Teaching at Work: Improving Reading Comprehension, Grades 2–6*, p. 25



"Lori Oczkus is the master at translating the latest research-based practices into daily lessons that every teacher can immediately implement."

—Cathy Collins Block
Professor of Education,
Texas Christian University

Teaching Individual Words: One Size Does Not Fit All

Michael F. Graves

Get ready to bridge the vocabulary gap with this user-friendly teaching tool. Building on his bestselling resource *The Vocabulary Book* (p. 27), Michael Graves gives you a practical program for teaching individual words in K–8 classrooms. In this new text, he combines the latest research with vignettes from real classrooms to help you foster effective, efficient, and engaging differentiated instruction.

The book's many resources include a set of tactics that have proven successful for teaching individual words, such as how to select word lists; detailed lesson examples for introductory instruction, reviewing words, and assessing word knowledge; and strategies that work across grade levels to meet the needs of struggling readers, average readers, gifted readers, and English-language learners.

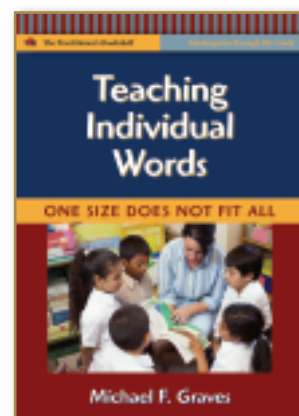
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© 2009 / 120 pp
No. 9189-854 / **IRA Members \$11.95** • Nonmembers \$14.95

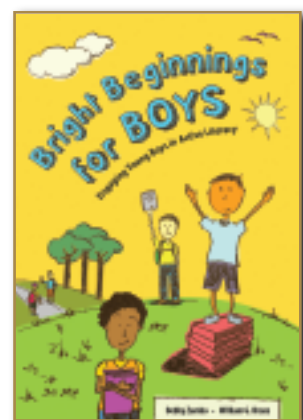
"This comprehensive and practical resource dives into the heart of word learning and demonstrates how to maximize the benefits of teaching individual words. I highly recommend it."

—Kari D. Ross

Curriculum Facilitator and Literacy Specialist, Centennial Schools, Minnesota



Book Club 2/09



Book Club 1/09

Bright Beginnings for Boys: Engaging Young Boys in Active Literacy

Debby Zambo, William G. Brozo

Address the boy crisis head-on with these real solutions for real kids. Educator Debby Zambo teams with William Brozo, author of the bestselling *To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy* (p. 31), to bring you an essential resource on getting K–3 boys hooked on reading at an early age.

You'll learn how boys develop cognitively and emotionally, how to motivate them by using strategies targeted to their unique learning needs, how to use picture books to capture their attention and interest, and how to get family and community members involved in boys' literacy development. An extensive appendix offers an annotated bibliography of engaging picture books specifically for boys.

© 2009 / 192 pp / ISBN 978-0-87207-683-9
No. 683-854 / **IRA Members \$19.95** • Nonmembers \$24.95

"If you are a teacher, and you have been struggling to connect your boys with reading, this book is for you."

—Jon Scieszka
Children's book author

SAVE when you buy the Boys as Readers Package!

- *Bright Beginnings for Boys: Engaging Young Boys in Active Literacy*
- *To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy*

© 2009 / No. 9236-854 / **IRA Members \$35.95** • Nonmembers \$44.95

See also:

- *Scaffolding With Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement*, p. 14



AVAILABLE MAY 2009

Practical Literacy Coaching: A Collection of Tools to Support Your Work

Jan Miller Burkins

From the author of *Coaching for Balance: How to Meet the Challenges of Literacy Coaching* (p. 43), comes an invaluable and comprehensive collection of tools and resources for literacy coaches.

Based on her experience as a literacy coach and an instructional coach, Burkins knows that the diversity of literacy coaching requires expertise in many areas, from communication to technology to research. Seeing that coaches were inventing and reinventing the same tools to solve parallel and overlapping challenges in their work with teachers, she compiled all of these resources in one comprehensive text. You'll find tools and support for defining and clarifying your role, taking care of yourself, recording what you see and hear in classrooms, supporting professional learning, and documenting your work.

Copublished with Corwin Press

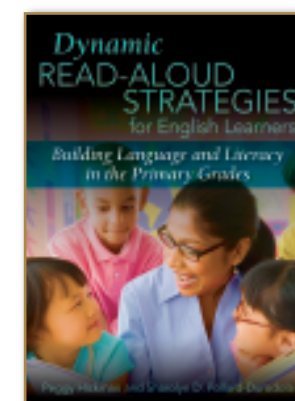
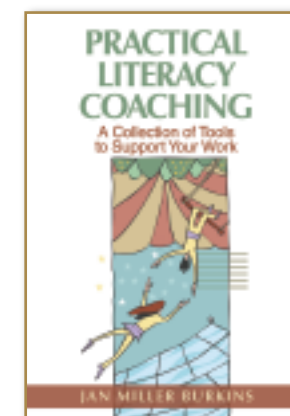
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No. 473-854 / **IRA Members \$19.95** • Nonmembers \$24.95

SAVE when you buy both coaching titles by Jan Miller Burkins

The Coaching Essentials Package

- *Coaching for Balance: How to Meet the Challenges of Literacy Coaching*
- *Practical Literacy Coaching: A Collection of Tools to Support Your Work*

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Book Club 4/09

Dynamic Read-Aloud Strategies for English Learners: Building Language and Literacy in the Primary Grades

Peggy Hickman, Sharolyn D. Pollard-Durodola

Use the proven read-aloud strategies in this book to help your English learners develop listening comprehension and oral language proficiency. The authors' 10-step approach will help second-language learners from diverse backgrounds comprehend and respond to challenging texts that may include content that differs significantly from what they have encountered in the past.

The text's highly practical procedures are based on a framework drawn from evidence-based research findings that address key elements of effective ELL programs. Sample lessons will help you along the way, as well as examples of text and vocabulary used in strategic read-aloud lessons that are also translated into Spanish.

© 2009 / 104 pp / ISBN 978-0-87207-596-2
No. 596-854 / **IRA Members \$17.95** • Nonmembers \$22.95

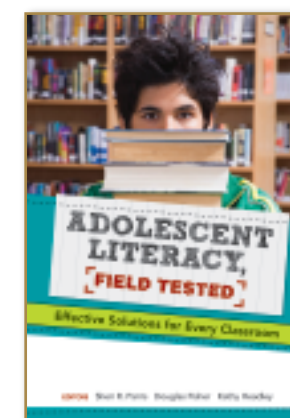
AVAILABLE APRIL 2009

Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom

Editors: Sheri R. Parris, Douglas Fisher, Kathy Headley

Make the most of your instructional time with proven, research-based teaching practices from leading adolescent literacy professionals. This book takes you into the classroom to observe adolescent literacy practices in the context of actual school environments and from the viewpoints of "frontline" educators. You'll find descriptions of best practice in writing, comprehension, vocabulary, cooperative learning, new literacies, assessment, and the content areas. And you'll learn how to adapt your teaching to the needs of specific student populations, such as struggling readers and English-language learners. Special features for busy teachers include lessons in a quick-read format, questions to extend and apply your thinking, and recommendations for progressive professional development programs.

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The Right to Literacy in Secondary Schools: Creating a Culture of Thinking

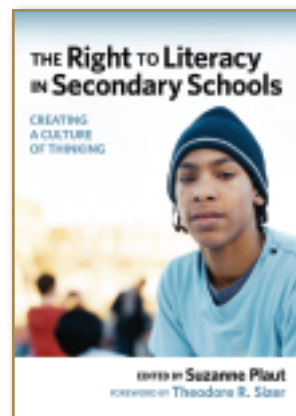
Editor: Suzanne Plaut

Here is a call to action and a practical guide for reform-minded schools and districts, and for teachers seeking to help all adolescent learners achieve at high levels. You'll find inspiration in vivid illustrations of exemplary classroom practice across all content areas, as well as important frameworks to help you implement those practices. And you'll be challenged to view adolescent literacy as a "civil right" that enables your students to understand essential content and to develop as independent learners.

Editor Suzanne Plaut brings to this book her insights and experience as Vice President of Education at the Public Education & Business Coalition (PEBC), a nonprofit organization that is nationally known for its expertise in literacy and professional development.

Copublished with Teachers College Press and Public Education & Business Coalition

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"[This book]...will not only allay fears about giving students time to wrestle with understanding, it will also inspire and invigorate those wishing to go beyond content coverage."

—Cris Tovani
Author of *Do I Really Have to Teach Reading?*



AVAILABLE JUNE 2009

Changing Literacies for Changing Times: An Historical Perspective on the Future of Reading Research, Public Policy, and Classroom Practice

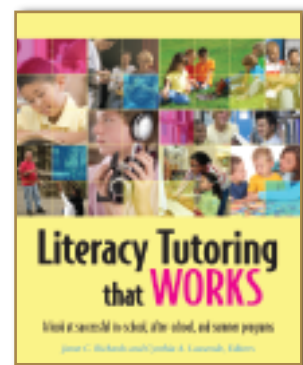
Editors: James V. Hoffman, Yetta M. Goodman

Inform your teaching with the wisdom and insights of leading scholars in this extensive collection of essays on reading research, literacy policy, and classroom practices. The chapters' lead authors are distinguished reading researchers elected by their peers into the Reading Hall of Fame.

The essays critically examine a range of issues reflecting the changing state of literacy today—from theoretical examinations of literacy, literacy acquisition, and literacy instruction to practical insights on the issues classroom teachers and reading specialists face on a daily basis. The book's contributors call for advocacy for informed policy on literacy education at the local, state, and national levels and encourage literacy professionals to take an active role to shape change.

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No. 9202-854 / IRA Members \$33.50 • Nonmembers \$41.95



AVAILABLE APRIL 2009

Literacy Tutoring That Works: A Look at Successful In-School, After-School, and Summer Programs

Editors: Janet C. Richards, Cynthia A. Lassonde

Learn how to design effective literacy tutoring programs that really work. Experts come together to present the research and practical tools you need to start a new tutoring program, enhance or redirect the focus of a current program, or conduct research related to tutoring.

Whether you're a professional educator or community volunteer, you'll find this book invaluable for your tutoring initiatives. You'll learn principles for designing quality tutoring programs and see models of programs that have been successful in raising student achievement. Contributors provide the evidence base for the success of their programs and delineate their work so that the programs and research can be replicated.

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Handbook of Research on Reading Comprehension

Editors: Susan E. Israel, Gerald G. Duffy

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- Theoretical perspectives
- Changing views of text
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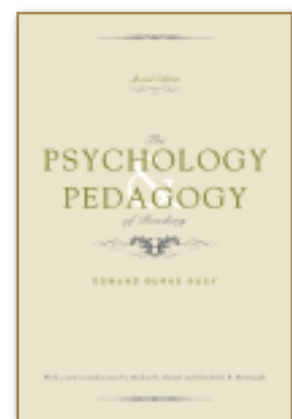
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Edmund Burke Huey

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Few works in the field have had such a profound influence on research and scholarship as this classic. Originally published in 1908, it remains one of the most cited books in reading and related disciplines. The new introduction from leading scholars Michael Kamil and Elizabeth Bernhardt highlights the many ways in which this text continues to speak to today's critical topics and most pressing questions. A must for any professional library.

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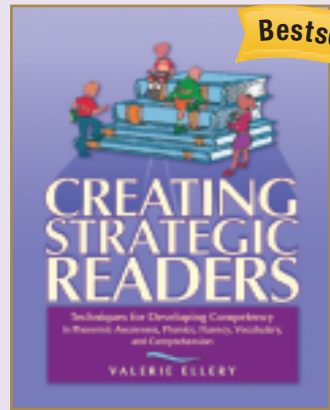
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Valerie Ellery

This popular text—the basis for the video programs described below—will allow you to align your instruction with current standards and to give your students the best possible foundation for reading achievement. Organized around the 2000 National Reading Panel report's five essential components of reading instruction, this book lays the groundwork for creating a comprehensive literacy classroom and provides teaching techniques geared to the developmental stages of reading.

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VIDEO SERIES

Creating Strategic Readers: Teaching Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension

Valerie Ellery

Available in VHS and DVD formats.



See Ellery's strategies and techniques in action with students in everyday primary and intermediate classrooms. Ideal for school-based professional development, these video programs include favorite and new techniques from the book, along with the research base that supports the instruction. Watch sample clips and download the viewing guides at www.reading.org.

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Scaffolding With Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement

Laura M. Justice, Khara L. Pence, with Angela R. Beckman, Lori E. Skibbe, Alice K. Wiggins

Use storybook reading to build the literacy skills of your pre-K to grade 1 learners and ease their transition to more advanced literacy levels. This book's research-based strategies will help you strengthen children's knowledge of written language, vocabulary, phonology, the alphabet, and narrative discourse.

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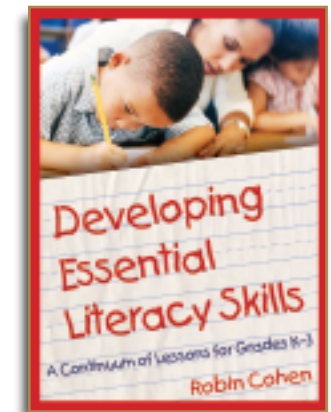


Developing Essential Literacy Skills: A Continuum of Lessons for Grades K–3

Robin Cohen

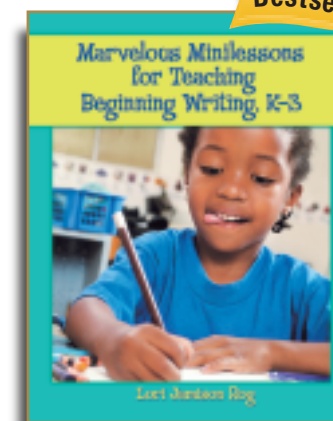
Here is a research-based literacy skills model that will help you prepare K–3 students for state assessments and support them in learning to read and write. This book details a continuum of lessons that starts in kindergarten and builds from year to year, enabling students to read and write at grade level by third grade and giving them the foundation necessary to meet literacy standards. Based on a balanced literacy framework, the continuum follows a workshop style that includes teacher modeling, scaffolding, guided practice, and independent practice. Step-by-step lesson ideas, reproducibles, and other resources will help you fit the continuum into your existing curriculum.

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Book Club 5/08

Bestseller!



Book Club 1/07

Marvelous Minilessons for Teaching Beginning Writing, K–3

Lori Jamison Rog

Here are 40 proven minilessons that go beyond the conventions of writing to focus on explicit instruction that teaches students how to generate and organize ideas before writing, then learn to turn prewriting ideas into connected text; develop writing style; increasingly use conventional spelling and grammar; and revise their writing. Helpful tools include charts to help decide which lessons suit your students' needs, notes sections to record what works and what doesn't, and reproducibles to aid in student learning.

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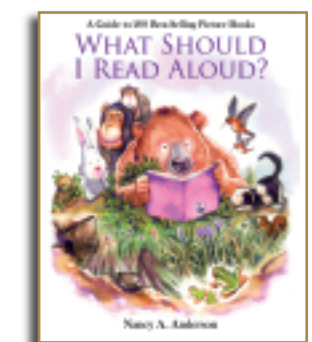
"An ideal and confidently recommended supplement for classroom teachers working with 5 to 8-year-old students."
—Midwest Book Review

What Should I Read Aloud? A Guide to 200 Best-Selling Picture Books

Nancy A. Anderson

With more than 50,000 children's titles in print, how do you know which ones to select? This resource will guide you, with annotations of 200 all-time best-selling picture books and ideas on how to share them with children from birth to age 8. Additional features include indexes, a glossary, and recommendations for supplemental materials.

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See also:

- **NEW!** *Using Children's Literature in Preschool to Develop Comprehension: Understanding and Enjoying Books, Second Edition*, p. 7

See also:

- **NEW!** The updated and expanded *Preschool Literacy Collection* of six great titles, p. 6
- The new, updated edition of *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers*, and the companion video training series, p. 8

Early Literacy Instruction in Kindergarten

Lori Jamison Rog

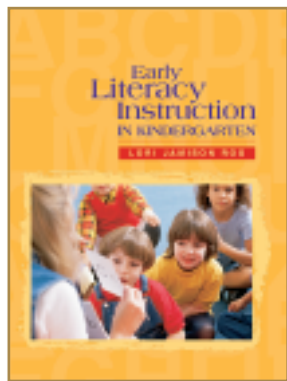
Discover an outstanding kindergarten program that combines print-rich play with carefully structured learning experiences designed to meet the needs of all students. You'll explore developmentally appropriate practices, see an exemplary classroom at work, and learn strategies for successful literacy instruction.

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See also:

- *Teaching Phonics Today: A Primer for Educators*, p. 27
- *A Balanced Approach to Beginning Reading Instruction: A Synthesis of Six Major U.S. Research Studies*, p. 54



Helping Children Become Readers Through Writing: A Guide to Writing Workshop in Kindergarten

Arlene C. Schulze

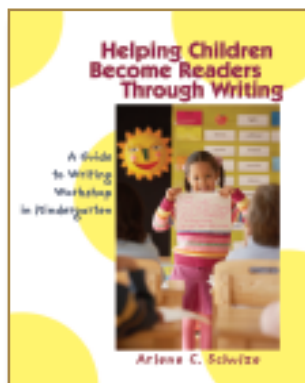
This resource has all you need to put writing workshop into action, including the research base, an explanation of the stages of writing development, the workshop structure, steps for getting started, minilessons, assessment elements, student writing samples, activities, booklists, and reproducible forms. Writing workshop is appropriate for first- and second-grade students, too.

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See also:

- *Using Literature to Enhance Writing Instruction: A Guide for K-5 Teachers*, p. 20
- *Reading and Writing Literary Genres*, p. 26



Guided Comprehension in the Primary Grades

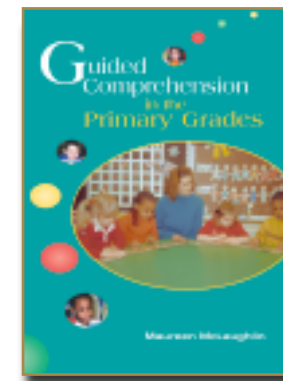
Maureen McLaughlin

McLaughlin has tailored her popular comprehension-based instructional framework to the primary-grade classroom. The model uses direct and guided strategy instruction, numerous opportunities for engagement, and a variety of leveled texts and instructional settings to develop reading comprehension in young children.

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No. 005-854 / IRA Members \$28.75 • Nonmembers \$35.95

See also:

- **NEW!** *Guided Comprehension in Grades 3-8, Second Edition*, p. 8



Teaching and Learning in Preschool: Using Individually Appropriate Practices in Early Childhood Literacy Instruction

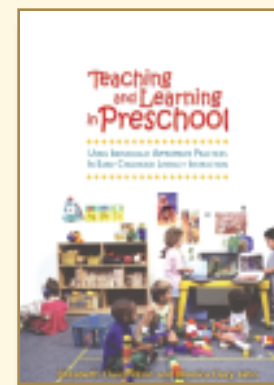
Elizabeth Claire Venn,
Monica Dacy Jahm

This innovative preschool framework shows you how to integrate individually appropriate practices, literacy activities, play, and explicit instruction with content area lessons. You'll find many useful tools, from lesson plans to assessment forms, to help you implement this approach in your classroom.

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Environmental Print in the Classroom: Meaningful Connections for Learning to Read

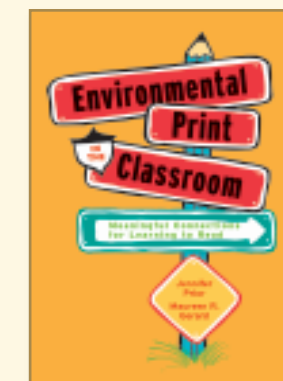
Jennifer Prior,
Maureen R. Gerard

Learn the many ways you can use environmental print as an instructional literacy tool in your kindergarten classroom. Although kindergarten students are the focus of the book, you'll find ideas for preschoolers and for more advanced learners.

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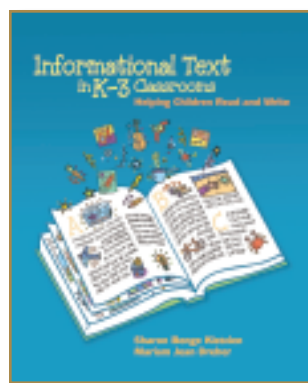


Informational Text in K-3 Classrooms: Helping Children Read and Write

Sharon Benge Kletzien,
Mariam Jean Dreher

This book proves that informational texts are as effective as narrative texts in early reading instruction. Learn how you can build classroom libraries with quality texts appropriate for all children and find examples of how informational texts are used in different classroom settings.

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Book Club 1/04

"Tell Me a Story": Developmentally Appropriate Retelling Strategies

Jill Hansen

Learn to use retelling strategies and activities that will help young students to understand a story's events, sequence, and elements. You'll be able to choose appropriate texts, model oral and written retellings, and assess student outcomes.

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Beginning Reading and Writing

Editors: Dorothy S. Strickland,
Lesley Mandel Morrow

Leading experts offer research-based information on beginning literacy, along with suggestions for the classroom.

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College Press

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Book Club 10/00

Making a Difference Means Making It Different: Honoring Children's Rights to Excellent Reading Instruction

A position statement of the
International Reading Association

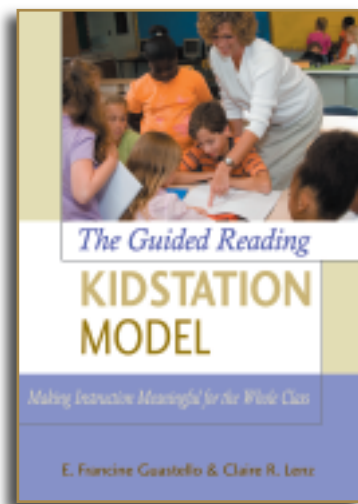
These 10 principles govern what children need to become competent readers and writers. Includes an attractive "Children's Literacy Rights" poster.

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The Guided Reading Kidstation Model: Making Instruction Meaningful for the Whole Class

E. Francine Guastello, Claire R. Lenz

Yes, you *can* manage your guided reading groups using this innovative, standards-based model with easy-to-use activities suited to the diversity of your students. It's easy to implement the model, conduct guided reading lessons, form flexible groups, and adapt basal and leveled readers, trade books, and content area textbooks to the model. Additional tools include kidstation activities, evaluation forms for student presentations, and websites that can be used at the kidstations.

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No. 680-854 / IRA Members \$17.95 • Nonmembers \$22.95

See also:

- **NEW!** *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers*, Second Edition, p. 8
- **NEW!** *Guided Comprehension in Grades 3–8*, Second Edition, p. 8

BOOKMATCH: How to Scaffold Student Book Selection for Independent Reading

Linda Wedwick, Jessica Ann Wutz

Teachers are becoming increasingly concerned that an over reliance on leveling and readability formulas hinders students' choices and potential to be engaged and interested in what they are reading. This user-friendly book shows you how to break away from this approach by using BOOKMATCH, an instructional tool that empowers students through choice and independence while showing them how to strategically and effectively select "just-right" books. You'll learn to set up and manage an effective independent reading time in which students truly engage in the practice of reading while building a positive attitude.

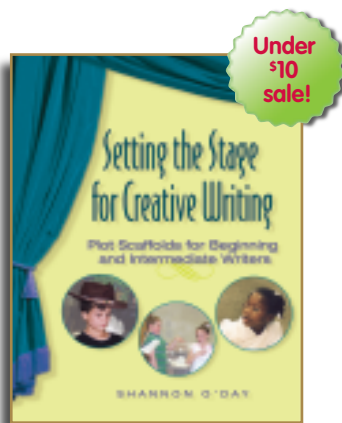
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See also:

- *Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence*, p. 24



Book Club 8/08



Book Club 8/06

Setting the Stage for Creative Writing: Plot Scaffolds for Beginning and Intermediate Writers

Shannon O'Day

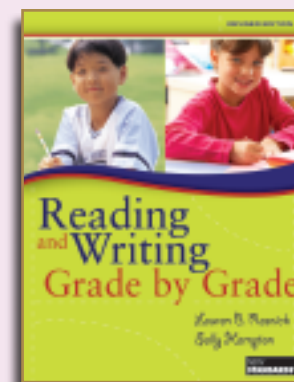
Find out how to use plot scaffolds to help K–8 students write stories with creativity and originality—and at the same time increase their standardized test writing scores. Plot scaffolds are also ideal for diverse learners and ELL students. To help you get started, the author has provided 12 reproducible plot scaffolds with detailed lesson plans, learning objectives, rubrics, student writing samples, reproducible evaluation forms, and a glossary.

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See also:

- *Marvelous Minilessons for Teaching Beginning Writing, K–3*, p. 15
- *Reading and Writing Literary Genres*, p. 26

Guides to help you set achievement standards for pre-K to 5th grade students



Reading and Writing Grade by Grade, Revised Edition

Lauren B. Resnick, Sally Hampton

Book plus DVD

This indispensable book and companion DVD demonstrate the abilities and understandings that you can expect K–3 children to have about the print–sound code, comprehension, reading and writing habits, written genres, and language use and conventions. You'll find thoughtful commentary and suggestions for instruction, dozens of examples of children's writing, samples of oral reading, and videos of children discussing books and following written directions.

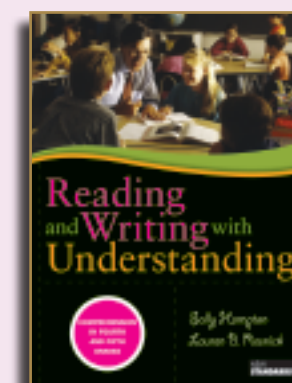
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Reading and Writing With Understanding: Comprehension in Fourth and Fifth Grades

Sally Hampton, Lauren B. Resnick

How can you prepare 9- to 11-year-olds to meet—and beat—the challenges of increasingly complex texts and grow as thoughtful readers and effective writers? Find out in this book, which shows how to set expectations for learning and hone your teaching to help these students succeed. Chapters are full of classroom ideas specially targeted for students at this critical stage of literacy development, numerous examples of student performances, and detailed commentaries on student work.

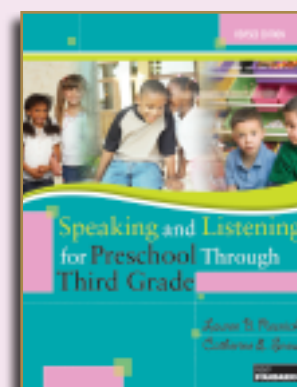
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Book Club 12/08

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Lauren B. Resnick, Catherine E. Snow

Book plus DVD

Learn what knowledge and skills young children should have as they progress along the continuum of oral language growth. This book and companion DVD encourage you to make your classroom a noisy place, full of rich conversation about ideas, opinions, stories, school subjects, and language itself—a place where spoken words are at the heart of a community of teaching and learning.

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See also:

- *Using Rubrics to Improve Student Writing*, Revised Editions, p. 37

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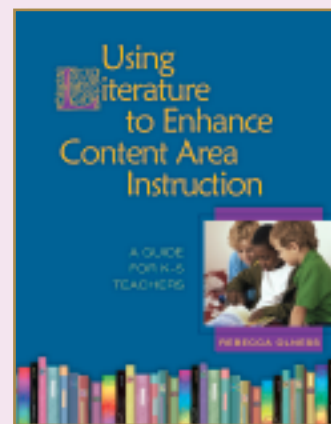
Using Literature to Enhance Content Area Instruction: A Guide for K–5 Teachers

Rebecca Olness

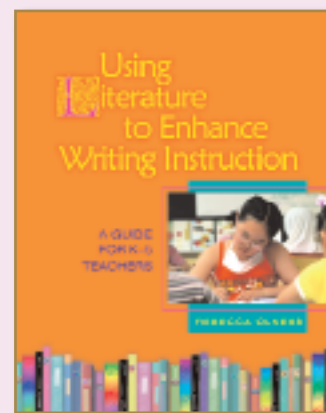
Building on the success of *Using Literature to Enhance Writing Instruction: A Guide for K–5 Teachers*, Rebecca Olness shows how you can teach literacy concepts and content simultaneously through the use of children's literature. This book is packed with tools that include research-based strategies, sample lesson plans, assessment ideas, annotated bibliographies, and tips on locating quality literature. You'll be able to meet your time constraints and instructional goals while helping students develop an appreciation for quality books.

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"Olness provides practical and immediately applicable information for classroom teachers."
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Book Club 7/07



Book Club 10/04

Using Literature to Enhance Writing Instruction: A Guide for K–5 Teachers

Rebecca Olness

Here is a great resource for teaching the six traits of effective writing. You'll find strategies for developing and integrating the traits into students' writing, bibliographies of children's literature, assessment ideas, sample lesson plans, and ways to make time for students to read aloud and write every day.

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Teaching and Learning Multiliteracies: Changing Times, Changing Literacies

Michèle Anstey, Geoff Bull

Help students adapt to the evolving influences of paper, electronic, and "live" texts. This book shows you how to rely less on print; respond to new trends in children's literature; and balance guided reading, outcomes-based curricula, and schoolwide approaches to planning. You'll be able to incorporate multiliteracies into your classroom every day with the classroom applications provided in each chapter.

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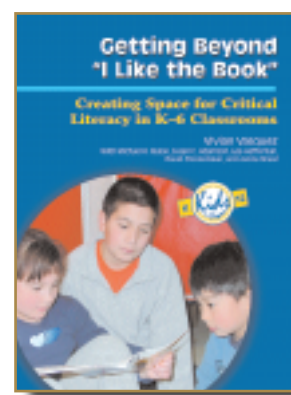
Book Club 9/06

Getting Beyond "I Like the Book": Creating Space for Critical Literacy in K–6 Classrooms

Vivian Vasquez, with Michael R. Muise, Susan C. Adamson, Lee Heffernan, David Chiola-Nakai, Janice Shear

Share in the story of eight teachers who prompted students to critically examine the meaning of the texts they read, enabling them to think about and act on social issues. You'll see critical literacy in action through classroom vignettes, Reflection Points, and examples of students' work.

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Book Club 5/03

Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3–8

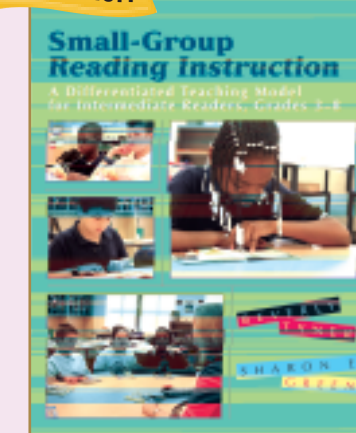
Beverly Tyner, Sharon E. Green

Intermediate-grade teachers can use this popular, classroom-tested model to bring students of similar abilities together into small groups to support reading, writing, and spelling as integrated processes. You'll find step-by-step lesson plans on fluency, word study, and comprehension; classroom dialogue and student work samples; assessment and word study materials; and reproducibles. A companion video series is available—see below.

Find free supplemental word study cards at www.reading.org.

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Bestseller!



Book Club 9/05



VIDEO SERIES

Small-Group Reading Instruction: Video Training Series for Intermediate Readers

Beverly Tyner, Sharon E. Green

Available in VHS and DVD formats.  

This video series focuses on the stages of intermediate reading and features approximately three hours of demonstration lessons critical for effective staff development training.

Watch a video clip online at www.reading.org.

Video: © 2003 / 3 hrs / No. 9185-854 • DVD: © 2007 / 3 hrs / No. 9188-854
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See also

- **NEW!** *Small Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers, Second Edition*, and the companion DVD set, p. 8

Fluency: Strategies & Assessments, Third Edition

Jerry L. Johns, Roberta L. Berglund

Here are numerous practical strategies and assessment tools you can put in place right away to strengthen students' fluency skills in regular classrooms and in resource rooms. These activities will help students at various grade levels and you can monitor their progress with graded passages, reproducible fluency record sheets, scales, and rubrics.

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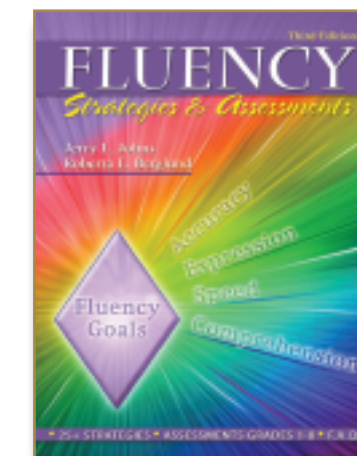
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See also:

- *What Research Has to Say About Fluency Instruction*, p. 51

"This is the kind of book that teachers will want to refer to again and again as they develop instruction that helps their students develop into fluent and engaged readers."

—Timothy Rasinski
Professor of Literacy Education,
Kent State University



Trading Cards to Comic Strips: Popular Culture Texts and Literacy Learning in Grades K–8

Shelley Hong Xu, with Rachael Sawyer Perkins, Lark O. Zunich

Find out how you can use various forms of multimedia to enhance literacy learning.

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Happily Ever After: Sharing Folk Literature With Elementary and Middle School Students

Editor: Terrell A. Young

This unique text provides a background about folk literature and how to use this rich genre in your classroom.

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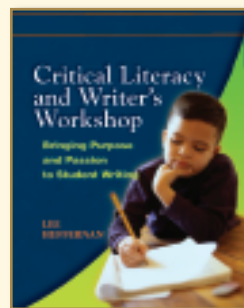
Book Club 2/04

Critical Literacy and Writer's Workshop: Bringing Purpose and Passion to Student Writing

Lee Heffernan

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Book Club 5/04

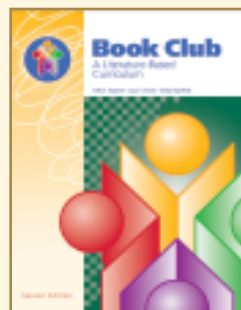
Book Club: A Literature-Based Curriculum, Second Edition

Taffy E. Raphael, Laura S. Pardo, Kathy Highfield

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Editors: Timothy V. Rasinski, Nancy D. Padak, Brenda Weible Church, Gay Fawcett, Judith Hendershot, Justina M. Henry, Barbara G. Moss, Jacqueline K. Peck, Elizabeth (Betsy) Pryor, Kathleen A. Roskos



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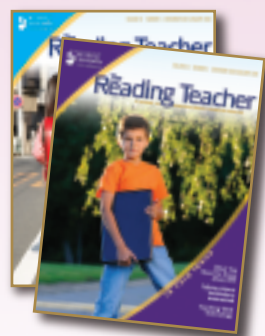
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Comprehension



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Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence

Michelle J. Kelley, Nicki Clausen-Grace

Here's a proven model that will help you improve your students' reading comprehension. By nurturing meaningful talk about reading and learning, you can take the silence out of reading and support learners from the introduction of a strategy to their independent use of it. You'll find numerous activities for teaching each strategy, a handy matrix of teaching activities, and reproducible forms and graphic organizers.

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Book Club 11/07

R⁵ in Your Classroom: A Guide to Differentiating Independent Reading and Developing Avid Readers

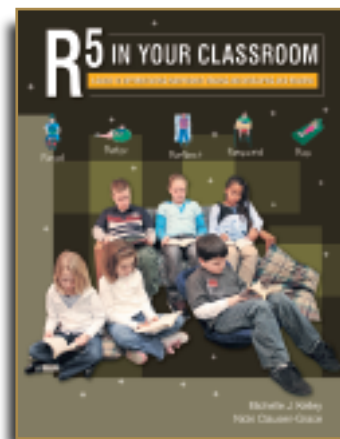
Michelle J. Kelley, Nicki Clausen-Grace

Building on the foundation established in their book *Comprehension Shouldn't Be Silent* (above), this book presents R⁵, a unique independent reading block that you can use to support and increase your students' reading comprehension and engagement, regardless of their ability level or initial interest in reading. Chapters walk you through each stage of R⁵—which stands for Read, Relax, Reflect, Respond, and Rap—and provide research, tested solutions, detailed information, and hands-on tools for using this approach in your classroom.

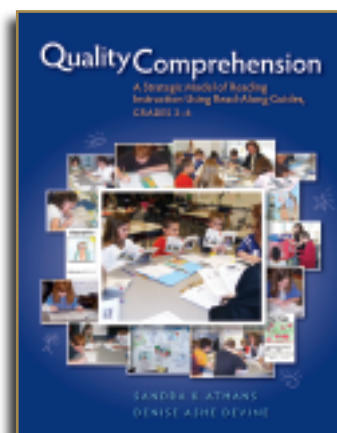
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Hear the podcast *Creating a Home Reading Program*, based on strategies from this book, at www.reading.org



Quality Comprehension: A Strategic Model of Reading Instruction Using Read-Along Guides, Grades 3-6

Sandra K. Athans, Denise Ashe Devine

Here's a four-part approach to reading comprehension that will help your students understand what they read. The Quality Comprehension Model allows you to develop unique solutions for learners' individual needs through instruction in key comprehension strategies, independent activities, assessments, and the innovative Read-Along Guide. The Guide reinforces direct instruction of comprehension strategies and helps monitor and evaluate student reading. Reproducible Read-Along Guides and planning and assessment charts will make it easy for you to start using the Model.

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See also:

- *In a Reading State of Mind: Brain Research, Teacher Modeling, and Comprehension Instruction*, p. 28



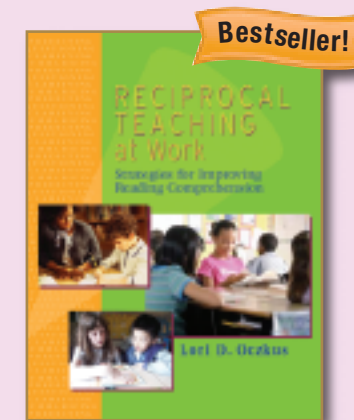
Book Club 7/08

Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension

Lori Oczkus

This book is the foundation of the reciprocal teaching model, which can help students construct meaning from text by integrating four established comprehension strategies into whole-class sessions, guided reading groups, and literature circles. Helpful tools for using the model in these settings include practical lessons, reproducible forms, assessment options, and intervention ideas for struggling readers.

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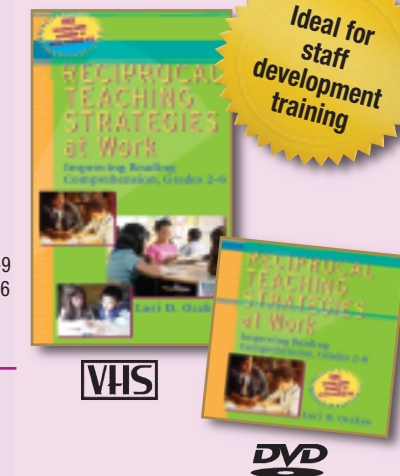
Reciprocal Teaching Strategies at Work: Improving Reading Comprehension, Grades 2-6

Lori Oczkus

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Sample lessons, in-class observational footage, and teacher testimonials show you how to implement reciprocal teaching in a variety of settings. See a sample clip, viewing guide, and lesson materials at www.reading.org.

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Weaving Through Words: Using the Arts to Teach Reading Comprehension Strategies

Roberta D. Mantione, Sabine Smead

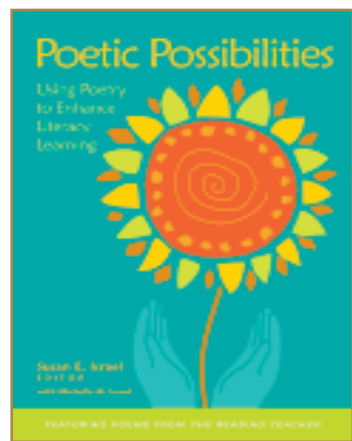
Find out how you can unite art and reading to strengthen your students' understanding of text. This rich resource provides detailed explanations of six comprehension strategies and shows you how to incorporate them with in-depth arts lessons and assess students' learning.

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NEW! See also:

- *Guided Comprehension in Grades 3-8, Second Edition*, p. 8
- *Four Powerful Strategies for Struggling Readers, Grades 3-8: Small Group Instruction That Improves Comprehension*, p. 9
- *Interactive Think-Aloud Lessons: 25 Surefire Ways to Engage Students and Improve Comprehension*, p. 9
- *Handbook of Research on Reading Comprehension*, p. 13
- The podcasts, *Understanding the Big Idea* and *Teaching Key Vocabulary*, at www.reading.org



Poetic Possibilities: Using Poetry to Enhance Literacy Learning

Editor: Susan E. Israel, with Michelle M. Israel

The literacy-focused poems in this anthology of poems from 30 years of *The Reading Teacher* can help classroom teachers, literacy coaches, and parents use poetry to enhance literacy instruction across the grade levels. Each section contains vignettes, poetry prompts, literacy applications, reflection questions, and the editors' personal reactions to get you and your students thinking.

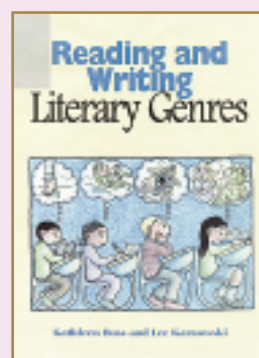
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Kathleen Buss, Lee Karnowski

Help children in grades 3–6 connect reading and writing while exploring new worlds of literature. The authors present an interactive model for teaching various literary forms, along with background on each genre and strategies for helping students write their own genre stories.

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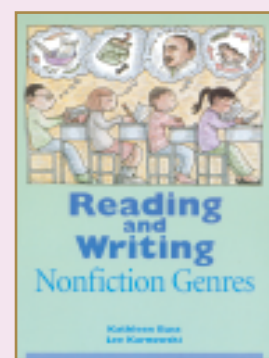
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Kathleen Buss, Lee Karnowski

Here are a variety of tools for teaching nonfiction texts using teacher modeling and student discussions as primary instructional strategies.

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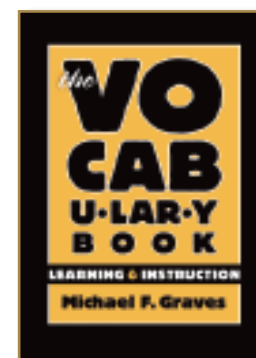
Classroom teachers, researchers, and children's book authors discuss how character study can guide your students through creating, reading, and comprehending text.

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Book Club 5/05

See also:

- *Reading and Writing Grade by Grade, Revised Edition*, p. 19
- *Reading and Writing With Understanding: Comprehension in Fourth and Fifth Grades*, p. 19
- *Using Literature to Enhance Writing Instruction: A Guide for K–5 Teachers*, p. 21
- The podcast, *Writing to Learn Across the Curriculum*, at www.reading.org



The Vocabulary Book: Learning & Instruction

Michael F. Graves

This comprehensive plan for vocabulary instruction from kindergarten through high school is broad enough to teach students at all levels of word mastery. The author's research-based program includes classroom examples and strategies for providing rich and varied language experiences, teaching individual words, introducing word learning strategies, and fostering word consciousness.

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See also by Michael Graves:

- **NEW!** *Teaching Individual Words: One Size Does Not Fit All*, p. 10

"An excellent instructional reference guide."

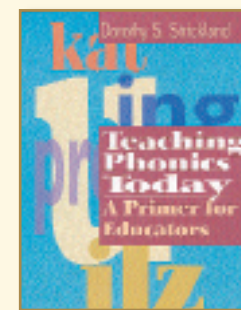
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Teaching Phonics Today: A Primer for Educators

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Use this classic text to establish sound instructional practices that value phonics as a tool for understanding and using written language.

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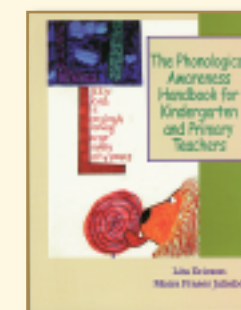
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Lita Ericson, Moira Fraser Juliebö

Find answers to frequently asked questions about phonological awareness, along with useful teaching tools.

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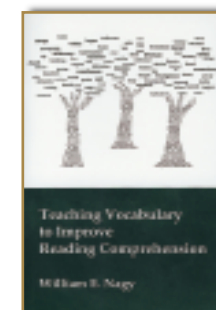
Teaching Vocabulary to Improve Reading Comprehension

William E. Nagy

Here is an array of practical approaches that you can easily adapt to the needs of students in the upper elementary grades and higher.

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See also:

- *What Research Has to Say About Vocabulary Instruction*, p. 51
- The podcasts, *Phonics Through Shared Reading* and *Teaching Vocabulary in Middle and High School*, at www.reading.org

In a Reading State of Mind: Brain Research, Teacher Modeling, and Comprehension Instruction

Douglas Fisher, Nancy Frey, Diane Lapp

Book plus DVD

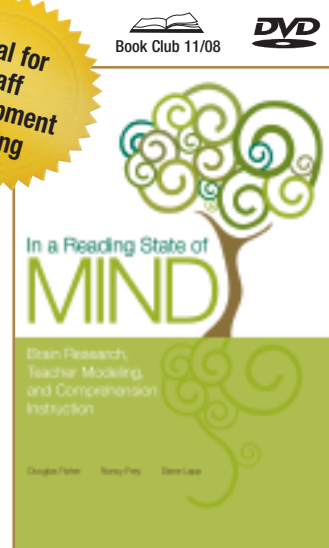
How do you model reading comprehension and present new information so your students' brains can convert it to working knowledge? This book seamlessly blends current research about the brain and learning with classroom examples to show you how instructional modeling can lead to increased engagement and literacy learning. You'll learn how to model comprehension and word-solving strategies, and how text structures and features can be used to learn and retain information. The DVD shows teacher modeling in real classrooms and the text includes a professional development guide that corresponds to segments of the DVD.

View a video clip at www.reading.org.

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See also:

- **NEW!** *Handbook of Research on Reading Comprehension*, p. 13



Hear the podcast, *Fisher, Frey, and Lapp on Modeling During Shared Reading*, at www.reading.org

Adolescent Literacy Instruction: Policies and Promising Practices

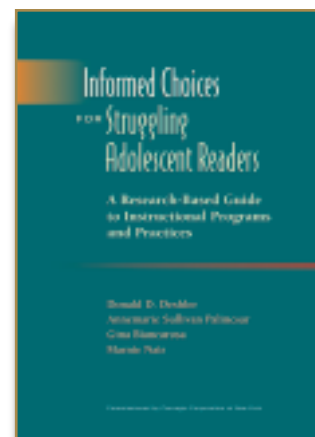
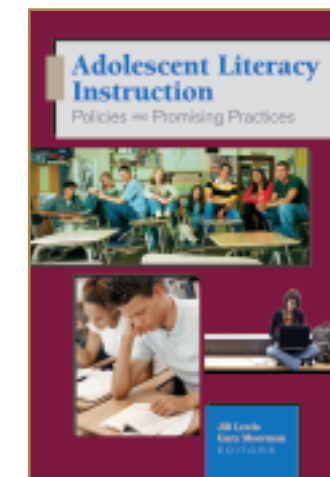
Editors: Jill Lewis, Gary Moorman

Use this resource to strengthen your classroom practice while advancing your professional development. Leading adolescent literacy experts explore how adolescence and academic achievement are defined within today's political context, examine the in-school potential of teens' out-of-school immersion in digital technologies and popular culture, and show how you can embed comprehension strategies in classroom instruction. You'll learn innovative teaching techniques, read firsthand accounts of district- and schoolwide literacy initiatives, and find scores of discussion questions, adaptable forms, and activities for professional study groups.

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See also:

- **NEW!** *Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom*, p. 11
- **NEW!** *The Right to Literacy in Secondary Schools: Creating a Culture of Thinking*, p. 12



Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices

Donald D. Deshler, Annemarie Sullivan Palincsar, Gina Biancarosa, Marnie Nair

Commissioned by Carnegie Corporation of New York

This comprehensive resource arms classroom teachers and administrators with information to meet today's adolescent literacy challenges. Part I highlights research on what works with adolescent learners and discusses how to implement instructional programs to fit your unique needs. Part II presents a directory of more than 40 programs designed for middle and secondary students, with detailed summaries of each program that include a description of the instructional approach, an overview of evaluations or research on effectiveness, and professional development options.

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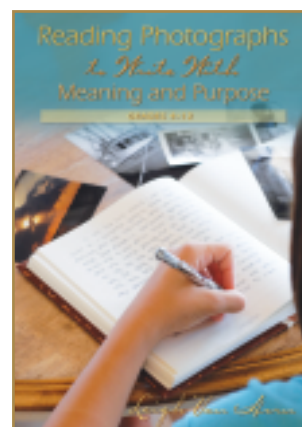
- *Meeting the Challenge of Adolescent Literacy: Practical Ideas for Literacy Leaders*, p. 43

Reading Photographs to Write With Meaning and Purpose, Grades 4–12

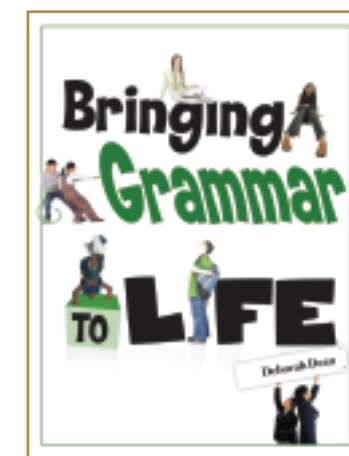
Leigh Van Horn

Use photographs to motivate your students to become more thoughtful, engaged writers. This book approaches photographs as visual literacy in order to stimulate students' thoughts, organization, and purpose for writing. Numerous practical and creative activities will show learners how to use photographs to write meaningfully in a variety of genres, reinforce cultural identities, and develop social awareness and activism.

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Book Club 4/08



Book Club 1/08

Bringing Grammar to Life

Deborah Dean

Secondary-grade teachers will value this resource that shows how you can seamlessly integrate grammar instruction into your entire language arts curriculum—not just writing instruction, which is the focus of most texts. Deborah Dean writes from a teacher's perspective so you can see what it means to teach grammar in context. Teaching techniques, classroom vignettes, annotated resources, and reflective questions will help you adapt each chapter's ideas to your own classroom practice.

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Finding the Artist Within: Creating and Reading Visual Texts in the English Language Arts Classroom

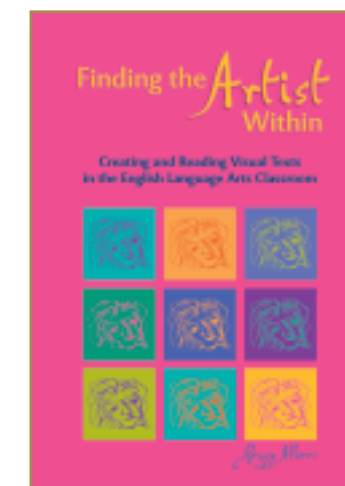
Peggy Albers

Improve your students' reading comprehension and literacy engagement by integrating visual arts and technology in your English language arts classroom. This interactive, full-color guide teaches you basic art techniques, principles, and concepts that you can then teach your students. You'll learn how to interpret your students' visual texts to fully assess their learning. More than 20 art activities, text sets, and sample curricula in the appendixes can help you design a classroom that fully incorporates the visual arts and technology.

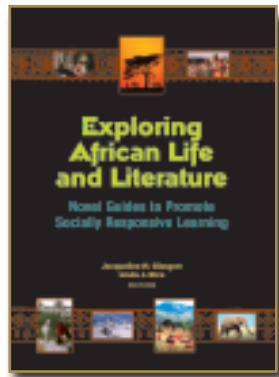
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See also:

- *Dramatizing the Content With Curriculum-Based Readers Theatre, Grades 6–12*, p. 34
- *Weaving Through Words: Using the Arts to Teach Reading Comprehension Strategies*, p. 25



Book Club 8/07



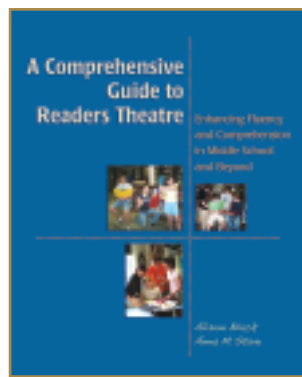
Exploring African Life and Literature: Novel Guides to Promote Socially Responsive Learning

Editors: Jacqueline N. Glasgow, Linda J. Rice

Learn how to use traditional African folk tales, quality literature, and films about Africa

to critically examine diversity, equity, and human rights issues. The text celebrates African life and culture while exposing serious issues in African countries in order to build cultural awareness, enabling readers to see the need for social change and learn how they can make a positive difference.

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A Comprehensive Guide to Readers Theatre: Enhancing Fluency and Comprehension in Middle School and Beyond

Alison Black, Anna M. Stave

This comprehensive guide describes the products, processes, benefits, and research foundations of Readers Theatre



and demonstrates how exceptional literature can serve as the basis for scripts. You'll also find out how Readers Theatre can help you meet national and state standards for literacy. Additional helpful resources include assessment tools and extension activities.

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Reading the Media: Media Literacy in High School English

Renee Hobbs

One of the founders of the media literacy field presents the first empirical evidence of the impact of media literacy on the reading comprehension, writing, critical analysis,

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Puzzle Them First! Motivating Adolescent Readers With Question-Finding

A. Vincent Ciardiello

To truly learn, students should be puzzled about new knowledge. Question-finding fosters this learning by leading adolescent students to probe the multiple meanings of text and ask challenging, open-ended questions. Focus units illustrate how you can use question-finding across the curriculum.



Other practical tools include an annotated list of materials and resources, a sample lesson plan, and a glossary of concepts and terms.

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To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy

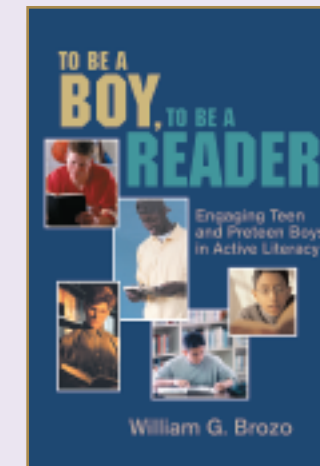
William G. Brozo

When it comes to reading, teen and preteen boys are your toughest students. Find solutions with this one-of-a-kind book that offers ideas for using literature with positive male archetypes that will capture boys' imaginations and engender a lifetime love of literature. You'll also learn how to work with adults in the community to positively influence boys' literacy behavior.

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See also:

- **NEW!** *Bright Beginnings for Boys: Engaging Young Boys in Active Literacy*, p. 10



Discovering Their Voices: Engaging Adolescent Girls With Young Adult Literature

Marsha M. Sprague, Kara K. Keeling

Introduce your female students to books that encourage them to develop their authentic voices, even when they face pressures that suppress their individuality. This text presents a structure for examining and choosing literature, reviews of specific genres and titles, discussion questions, lesson plans, and ideas for whole-class literature circles and extracurricular book clubs.

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Developing Critical Awareness at the Middle Level: Using Texts as Tools for Critique and Pleasure

Holly Johnson, Lauren Freedman

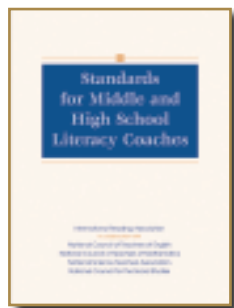
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Standards for Middle and High School Literacy Coaches

International Reading Association in collaboration with National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies



This text is a blueprint not only for literacy coaches but also for policymakers, school and district administrators, and teacher educators who want to support and develop literacy coaching in ways that will most benefit adolescent learners.

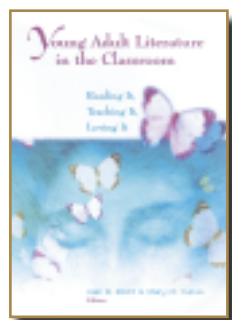
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Editors: Joan B. Elliott, Mary M. Dupuis



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Content Area Learning

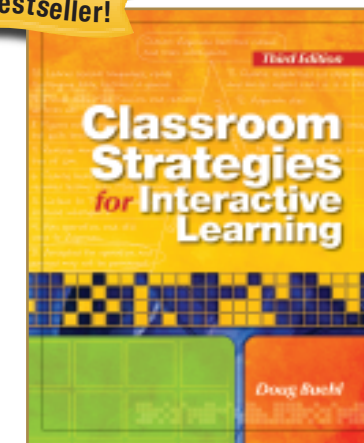
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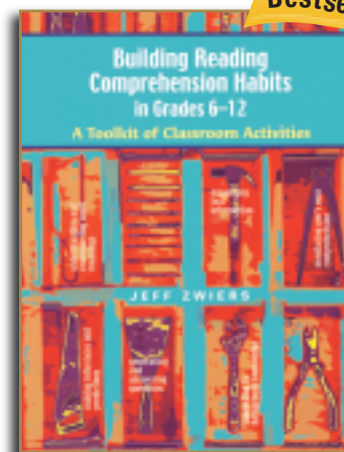
Michelle Ambrosini, Teresa M. Morretta

Use this workshop approach to make poetry an integral and valued part of your middle school language arts curriculum.



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See also:

- *In a Reading State of Mind: Brain Research, Teacher Modeling, and Comprehension Instruction*, p. 28



Adolescent Literacy: A Position Statement

David W. Moore, Thomas W. Bean, Deanna Birdyshaw, James A. Rycik

Read IRA's recommendations for effective reading and literacy instruction for middle and high school students.

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Download a free copy of this position statement at www.reading.org. Or purchase printed copies in bulk.

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- **NEW!** Elizabeth Moje on *Literacy in the Subject Areas*
- *Supporting Struggling Adolescent Readers*

Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12

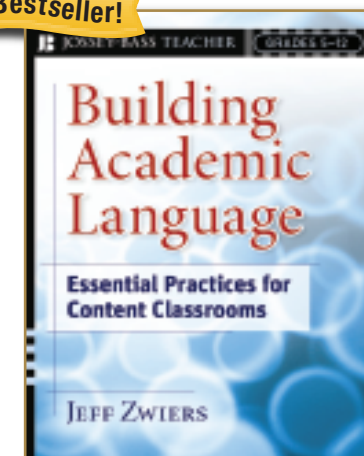
Jeff Zwiers

As students leave the primary grades, their academic success depends more and more on their abilities to use academic language. Yet many students need extra support. Zwiers shows how you can weave language development into content area teaching and build the language abilities of native English speakers and English learners alike. Numerous activities, modeling and scaffolding strategies, classroom examples, rubrics, templates, and other tools will guide your instruction.

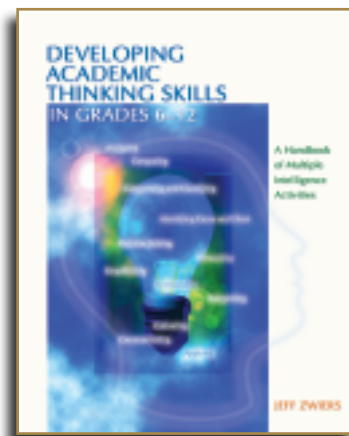
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Assessment



Book Club 9/04

Developing Academic Thinking Skills in Grades 6–12: A Handbook of Multiple Intelligence Activities

Jeff Zwiers

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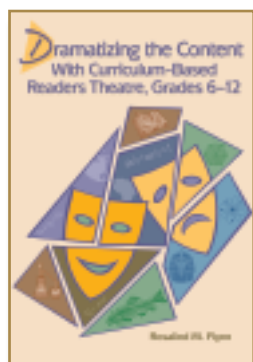
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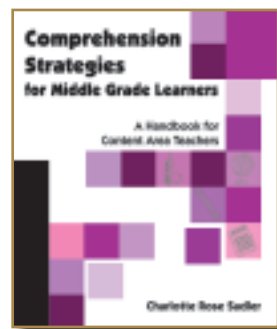


Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers

Charlotte Rose Sadler

Teachers in all the curricular areas can use this handbook's 56 basic strategies, which include descriptions, easy-to-follow procedures, content area examples, and suggestions for assessment. You'll appreciate how simple it is to adapt these tools to individuals, small groups, or the entire class.

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Book Club 9/01

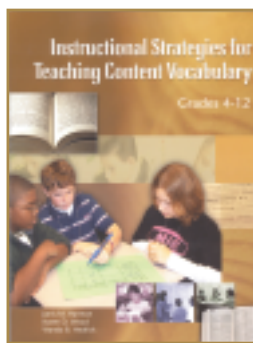
Instructional Strategies for Teaching Content Vocabulary, Grades 4–12

Janis M. Harmon, Karen D. Wood, Wanda B. Hedrick

This accessible, comprehensive vocabulary resource will help you address the recommendations of the National Reading Panel while simultaneously teaching vocabulary to the diverse learners in your upper-grade classroom.

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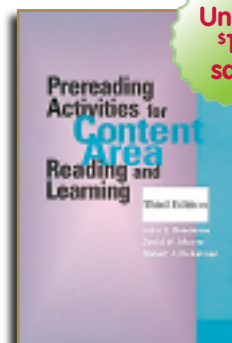


Prereading Activities for Content Area Reading and Learning, Third Edition

John E. Readence, David W. Moore, Robert J. Rickelman

Maximize content learning with activities on asking and answering questions before reading, forecasting passages, understanding vocabulary, graphically representing information, and writing before reading.

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Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist's Resource

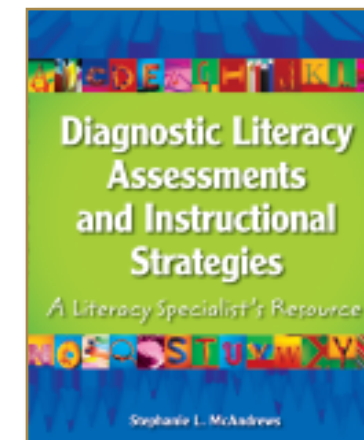
Stephanie L. McAndrews

Here is everything you need to understand, assess, and teach necessary literacy skills to grades K–8 children. This comprehensive text presents diagnostic literacy assessments and strategies for multiple standards-based literacy processes—including language and vocabulary development, phonological awareness, fluency, comprehension, writing, and motivation—along with thorough explanations of each process and how to assess and reinforce essential skills.

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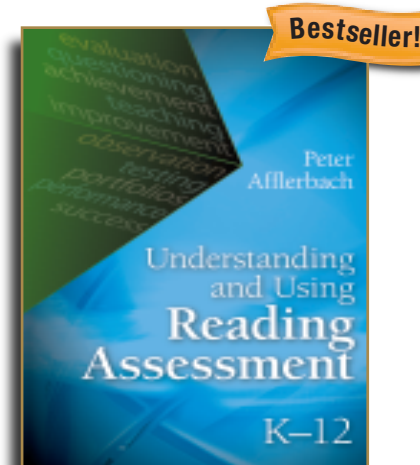
- Examples of how to fill in assessments, analyze results, and plan instruction
- Detailed explanations of strategies
- Advice on how to provide individual strategy instruction
- An extensive list of research references
- Reproducible copies of assessments and strategy tools in the appendix and online

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See also:

- *Leading a Successful Reading Program: Administrators and Reading Specialists Working Together to Make It Happen*, p. 43



Book Club 9/07

Understanding and Using Reading Assessment, K–12

Peter Afflerbach

This comprehensive resource will guide you through the myriad available assessment choices so that you can identify the best tools for your learners' needs. Peter Afflerbach, a leader in the assessment field, helps you to examine and choose reading assessments in relation to current understandings of the reading process, students' development, and the culture of schooling. He uses a simple framework that will enable you to make quick, informed decisions and link assessment to curriculum and standards. You'll also learn how to assess a variety of outcomes and accommodate the development of learners.

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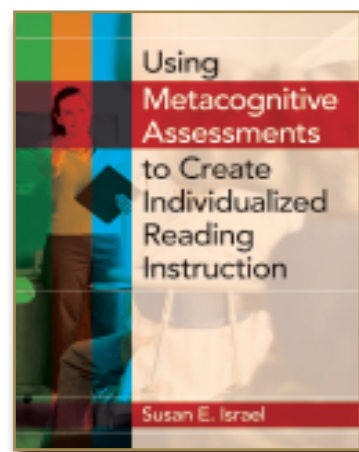
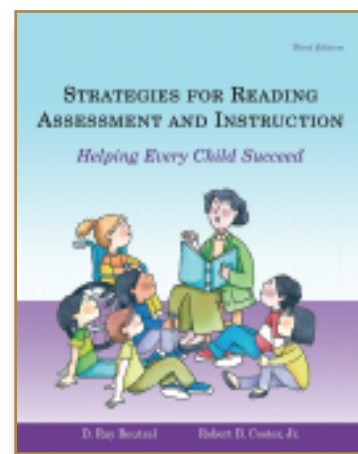
Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, Third Edition

D. Ray Reutzel, Robert B. Cooter, Jr.

The third edition of this popular book provides a wealth of complementary and practical ideas for teachers who need to assess and address students' reading achievement. Each strategy-driven chapter moves from a set of theory-informed assessment tools to intervention strategies that address students' reading needs. Indispensable If-Then charts present the strategies in an instantly applicable manner, enabling you to diagnose your students' specific problems and identify the best strategies for helping them.

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Using Metacognitive Assessments to Create Individualized Reading Instruction

Susan E. Israel

Do you sometimes feel challenged by the diversity of your learners? Here's a tool to help you meet their literacy needs: metacognitive assessments that reveal how they think about the reading process and how they use before-, during-, and after-reading strategies. You'll learn how to easily administer these assessments and use the results to gain a deeper understanding of your students' reading abilities so that you can create individualized reading instruction. You'll find additional support with helpful tools such as classroom scenarios, goal-setting activities, appendixes of assessments and reproducibles, and suggested resources.

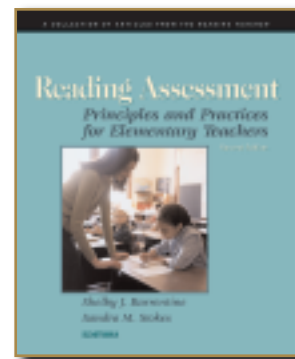
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Reading Assessment: Principles and Practices for Elementary Teachers, Second Edition

Editors: Shelby J. Barrentine, Sandra M. Stokes

This compilation from *The Reading Teacher* provides tools for building school assessment policies, helping students succeed on high-stakes tests, using assessment to inform instruction, drawing students into the assessment process, and choosing protocols for individual students or groups.

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See also:

- **NEW!** *Assessing Preschool Literacy Development: Informal and Formal Measures to Guide Instruction*, p. 6



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Sally Hampton, Sandra Murphy, Margaret Lowry

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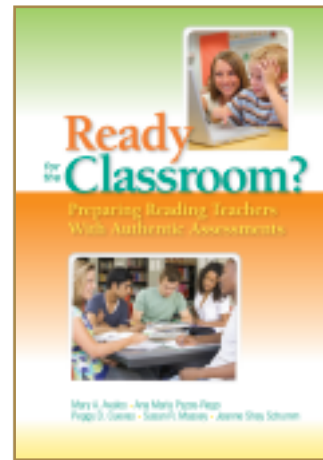
Ready for the Classroom? Preparing Reading Teachers With Authentic Assessments

Mary A. Avalos, Ana Maria Pazos-Rego, Peggy D. Cuevas, Susan R. Massey, Jeanne Shay Schumm

Today's focus on teacher quality challenges institutions of higher education to meet performance standards in a way that demonstrates that education candidates have the knowledge, skills, and dispositions to teach effectively so that all children learn. Here is a vital resource that provides much needed assessment tools to help teacher educators get a complete picture of candidates' learning.

Using IRA's *Standards for Reading Professionals, Revised 2003* as evaluative criteria, the cases and rubrics in this text can foster the use of high-level, critical thinking skills among candidates by having them suggest what should be done for each case and why, basing their responses on theory, experience, or research. You'll be able to use these tools to assess candidates' understanding and application of course materials and to show how teaching and K-12 performance standards are met using real-life applications.

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Book Club 10/06

Beating the Odds: Getting Published in the Field of Literacy

Editors: Shelley B. Wepner, Linda B. Gambrell

Getting published is an essential part of your professional development. Whether you're a novice or an experienced literacy writer, a classroom teacher or a university educator, you'll benefit from the insights of this book's editors and contributors—all published authors—who offer guidelines for getting started, writing for different print media, and responding to revise-and-resubmit decisions.

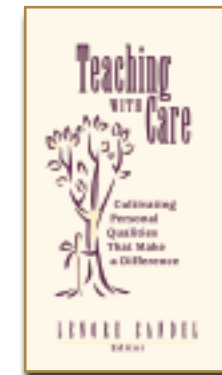
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Teaching With Care: Cultivating Personal Qualities That Make a Difference

Editor: Lenore Sandel

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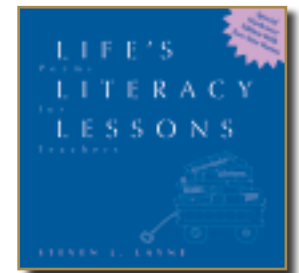


Life's Literacy Lessons: Poems for Teachers, Special Hardcover Edition

Steven L. Layne

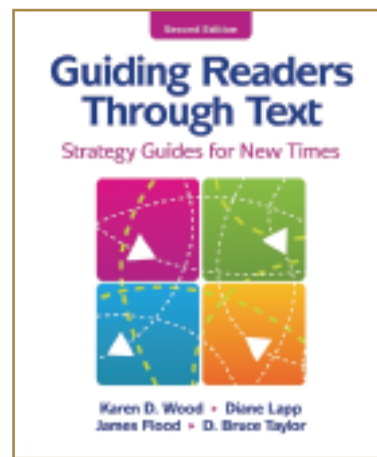
Educator, author, and poet Layne takes poetic license with teachers' daily lives in this unique collection of original poems.

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Book Club 2/08

Guiding Readers Through Text: Strategy Guides for New Times, Second Edition

Karen D. Wood, Diane Lapp, James Flood, D. Bruce Taylor

Hugely popular when it was originally published in 1992, this text has been updated to reflect what teachers now know about literacy learning and comprehension strategy use from current research, as well as the changes in technology and text sources used in classrooms today. Teachers at all grade levels will find the tools you need to select the appropriate guides to meet the needs of your classroom, curriculum, and students. The guides work with a vast array of multiformat texts, including print, audio, video, digital, and multimedia texts, as well as other information sources such as field trips, artifacts, or classroom experiments.

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How We "Do" School: Poems to Encourage Teacher Reflection

Karen Morrow Durkin

This collection of 20 poems will help you examine your classroom practices, refine your skills, and grow professionally as you explore issues such as the school environment, curriculum, diversity, the impact of parents and teachers, and the rewards of teaching. Each poem includes reflection questions, a suggested activity, and additional resources for more in-depth reading on the topic. Plus, a special pull-out bookmark highlights the book's tips on using reflective poetry as part of professional development.

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Book Club 2/07

American Reading Instruction, Special Edition

Nila Banton Smith

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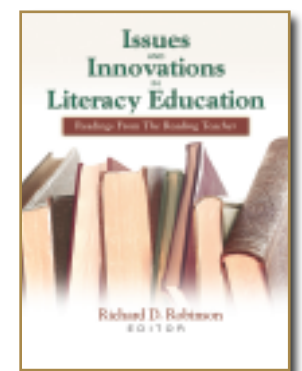
- **NEW!** *The Psychology and Pedagogy of Reading, Special Edition*, p. 12

Issues and Innovations in Literacy Education: Readings From The Reading Teacher

Editor: Richard D. Robinson

This excellent collection offers valuable insights from successful classroom teachers and teacher educators on language theories, relevant research, effective instruction, and much more.

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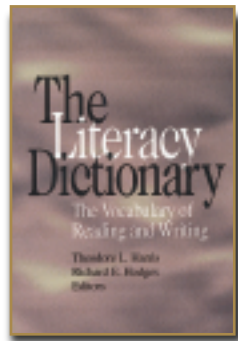


The Literacy Dictionary: The Vocabulary of Reading and Writing

Editors: Theodore L. Harris, Richard E. Hodges

This volume defines reading- and literacy-related terms as well as vocabulary from other areas that contribute to the study of reading.

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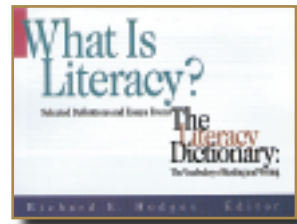
Book Club 9/95

What Is Literacy? Selected Definitions and Essays From The Literacy Dictionary: The Vocabulary of Reading and Writing

Editor: Richard E. Hodges

Here is an easy-to-use flipchart that highlights common terms, challenging definitions, and related essays from *The Literacy Dictionary*.

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Editor: Bess Hinson

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Standards for the English Language Arts

Lee Heffernan

This shared view of literacy education encompasses the use of print, oral language, visual language, and the language arts to give students the literacy skills they need to succeed.

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See also:

- **NEW!** *Changing Literacies for Changing Times*, p. 13

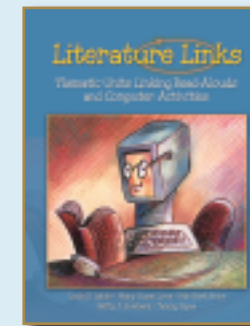
Technology Resources

Literature Links: Thematic Units Linking Read-Alouds and Computer Activities

Linda D. Labbo, Mary Susan Love, Miri Park Prior, Betty P. Hubbard, Tammy Ryan

Here are great ideas for providing primary-grade students with literacy learning opportunities that integrate conventional literacies, such as phonics and comprehension, and new literacies, such as multimedia composition and hyperlink navigation.

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Book Club 5/06

Cartwheels on the Keyboard: Computer-Based Literacy Instruction in an Elementary Classroom

Maureen Carroll

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Literacy Learning in Networked Classrooms: Using the Internet With Middle-Level Students

Mary L. McNabb, with Bonnie B. Thurber, Balazs Dibuz, Pamela A. McDermott, Carol Ann Lee

Middle-level teachers, librarians, and media specialists can use this text to meet current English language arts and technology standards and to prepare students to be literate citizens in the 21st century.

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See also:

- The IRA position statement *Integrating Literacy and Technology in the Curriculum*, p. 55.
- The parent brochure *Reading, Writing, and Technology*, p. 56.

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Online Book Clubs: Bridges Between Old and New Literacies Practices (Feb. 2009)

Summer Program Helps Adolescents Merge Technology, Popular Culture, Reading, and Writing for Academic Purposes (March 2009)

ReadWriteThink.org, a website for K-12 teachers

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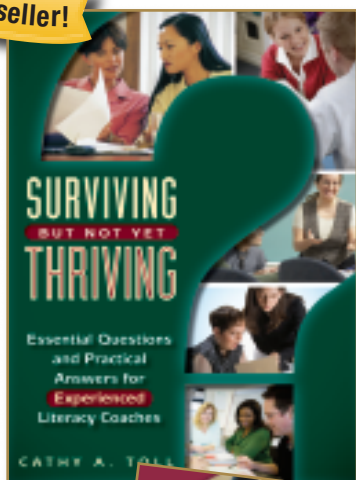
Technology in Literacy Education Special Interest Group

Promotes technology as a tool for improving the quality of instruction and enhancing children's interest in recreational reading.

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Coaching and Leadership

Bestseller!



Surviving but Not Yet Thriving: Essential Questions and Practical Answers for Experienced Literacy Coaches

Cathy A. Toll

From the bestselling author of *The Literacy Coach's Survival Guide* (below) comes this resource that offers practical solutions to experienced literacy coaches' unique issues. Learn how you can build relationships and deal with difficult people, gauge your effectiveness, work within state and federal mandates, find coaching tools beyond instructional strategies, and move past previous mistakes. You'll also find suggestions for program leaders, administrators, and others who support coaches in their work, as well as hands-on resources such as classroom examples, reproducibles, and a narrative bibliography.

© 2008 / 160 pp / ISBN 978-0-87207-692-1
No. 692-854 / IRA Members \$17.95 • Nonmembers \$22.95

The Literacy Coach's Survival Guide: Essential Questions and Practical Answers

Cathy A. Toll

This user-friendly guide to literacy coaching gives you the practical tools and tips you need to promote more effective literacy instruction. You'll find guidance and resources to help you advocate for change, deal with the practical aspects of coaching, and overcome difficult situations. A narrative bibliography and topical index provide quick reference to the professional literature and topics covered in the book.

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Bestseller!

"Highly recommended. Filled with authentic challenges, thoughtful alternatives, and great specifics."

—Linda K. Crafton
Literacy Consultant & Researcher

SAVE when you buy both coaching books by Cathy Toll

The Literacy Coach's Q&A Package

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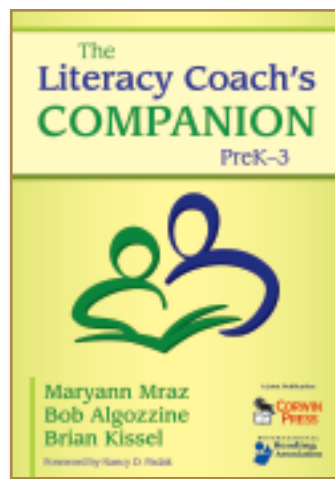
The Literacy Coach's Companion, PreK–3

Maryann Mraz, Bob Algozzine, Brian Kissel

This book highlights the expanding role of literacy coaches in implementing early and elementary literacy programs. The authors present practitioner-friendly guidelines and evidence-based strategies for sustained professional development, protocols for classroom observations and teacher conferences, and vignettes offering solutions to common coaching challenges. You'll learn to define a proactive role in promoting literacy initiatives, collaborate with colleagues to establish productive learning communities, and communicate the coach's changing role to administrators.

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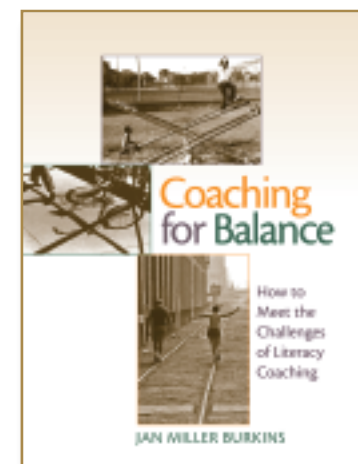
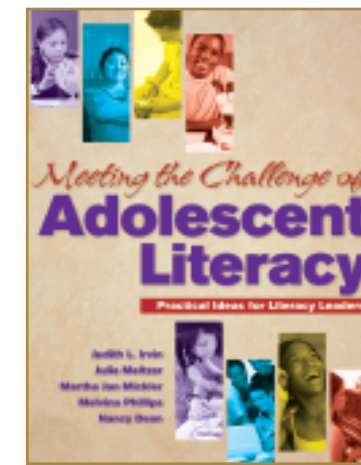
Meeting the Challenge of Adolescent Literacy: Practical Ideas for Literacy Leaders

Judith L. Irvin, Julie Meltzer, Martha Jan Mickler, Melvina Phillips, Nancy Dean

Secondary level educators will welcome this hands-on guide to starting and sustaining a schoolwide literacy initiative aimed at overcoming critical issues in adolescent literacy and improving student achievement. Based on A Leadership Model for Improving Adolescent Literacy, this practical text is essential for principals, literacy coaches, teacher leaders, and others who are responsible for literacy programs.

Each chapter is filled with concrete suggestions for using data, supporting teachers to improve instruction, building leadership capacity, allocating resources to improve student literacy, and questions and statements for discussion. Additional resources include more than 25 diagnostic tools that are posted at www.reading.org.

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Coaching for Balance: How to Meet the Challenges of Literacy Coaching

Jan Miller Burkins

Use this guide to establish a coaching philosophy on which to base decisions within your school community. Burkins, a practicing literacy coach, takes a fresh perspective on literacy coaching by focusing on coaching pedagogy rather than reading pedagogy. You'll learn how to deal with the competing demands of coaching, define your role and responsibilities as a coach, foster relationships with teachers and administrators, and initiate and support change.

© 2007 / 240 pp / ISBN 978-0-87207-617-4
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See also:

- Jan Miller Burkins' newest coaching resource, *Practical Literacy Coaching: A Collection of Tools to Support Your Work*, p. 11

SAVE when you buy both coaching books by Jan Miller Burkins

The Coaching Essentials Package

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Leading a Successful Reading Program: Administrators and Reading Specialists Working Together to Make It Happen

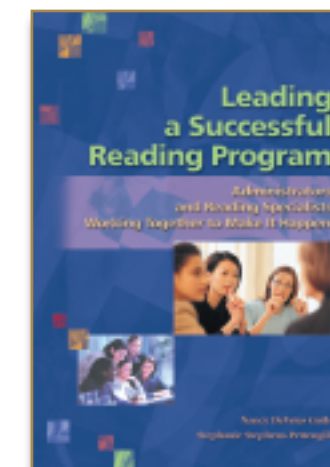
Nancy DeVries Guth, Stephanie Stephens Pettengill

Build a successful schoolwide literacy program using the model detailed in this excellent text. You'll learn how to design a vision, establish a literacy community, get all staff involved, build the school resource collection, assess the program's success, and plan collaboratively with students and parents. Helpful resources include sample lesson plans, suggestions for organization and specialized instruction, and recommendations for how to motivate staff, students, and parents.

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See also:

- Diagnostic Literacy Assessments and Instructional Strategies*, p. 35

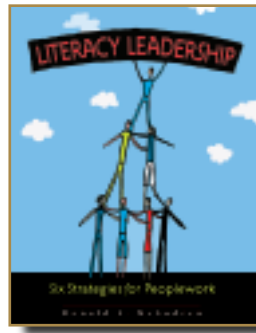


Literacy Leadership: Six Strategies for Peoplework

Donald A. McAndrew

Discover six proven strategies for doing the “peoplework” at the core of successful leadership: creating and communicating a vision; being a model; experimenting with new ideas and taking risks; nurturing competence, trust, and collaboration; encouraging the heart; and transforming oneself through reflection and learning.

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ISBN-10 0-87207-556-7 • ISBN-13 978-0-87207-556-6
No. 556-854 / IRA Members \$18.95 • Nonmembers \$23.95

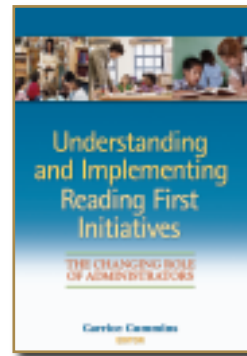


Understanding and Implementing Reading First Initiatives: The Changing Role of Administrators

Editor: Carrice Cummins

Administrators can use this resource to better understand the major components of reading instruction and to help teachers and schools meet Reading First requirements. Teachers, teacher educators, staff developers, and policymakers can also use this collection as they support literacy in U.S. schools.

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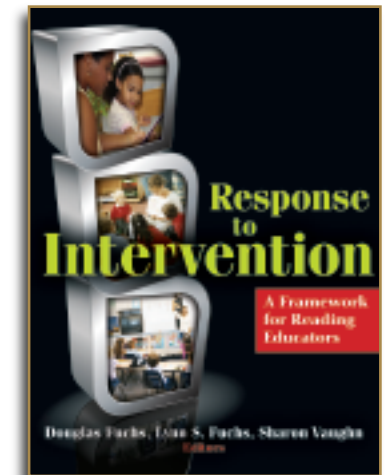
Book Club 2/06

Response to Intervention: A Framework for Reading Educators

Editors: Douglas Fuchs, Lynn S. Fuchs, Sharon Vaughn

Written with reading professionals firmly in mind, this book tells you what you need to know to implement RTI in your school or district. Leading experts in literacy and special education describe a three-tier approach that begins with effective instruction for *all* children, moves to preventive tutoring through a variety of approaches, and concludes with a reformed concept of special education. Key to the approach is using assessment to identify students at risk, monitor student progress, and guide appropriate instructional support. This text is essential reading for administrators, reading specialists, special educators, and all those working with struggling readers in U.S. schools.

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Standards for Reading Professionals, Revised 2003

Developed by the Professional Standards and Ethics Committee of the International Reading Association

College faculty and state education staff can use this guide to plan preparation programs for reading professionals as well as to evaluate candidates and programs.

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No. 545-854 / IRA Members \$11.95 • Nonmembers \$14.95

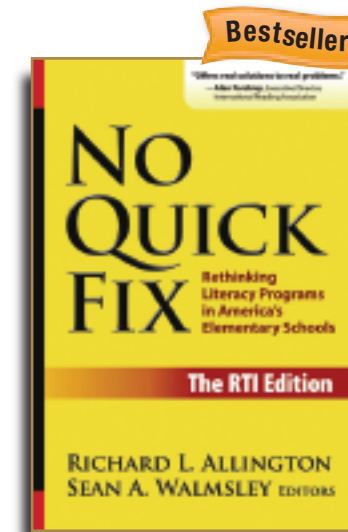
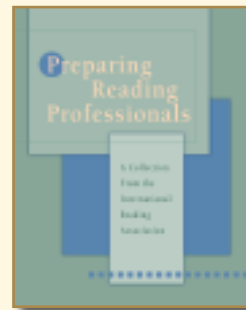


Preparing Reading Professionals

A Collection From the International Reading Association

This complement to *Standards for Reading Professionals, Revised 2003* will help you visualize how a particular element of the standards might look in your own program.

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No Quick Fix, The RTI Edition: Rethinking Literacy Programs in America's Elementary Schools

Editors: Richard L. Allington, Sean A. Walmsley

This special edition of the groundbreaking resource published more than a decade ago is critical to today's teachers, principals, administrators, policymakers, and anyone else interested in creating schools where all students learn to read. Outlining the key factors essential for effective reform of early literacy programs, the text is a cogent primer on RTI, featuring proven, cost-effective models of early intervention and successful case studies that fit the RTI initiative model.

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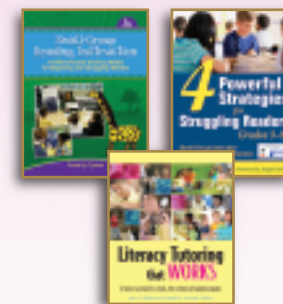
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Hear the podcast, *Allington on RTI*, at www.reading.org.

Find more great coaching resources at the Literacy Coaching Clearinghouse

www.literacycoachingonline.org

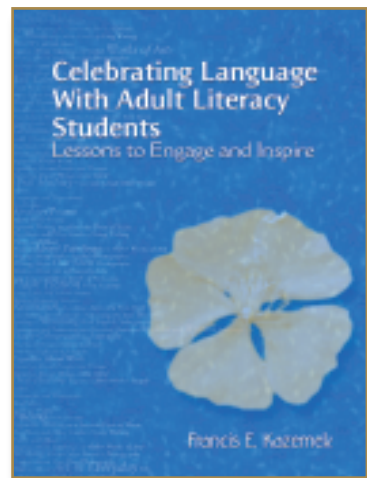
A collaboration between IRA and the National Council of Teachers of English (NCTE), this national clearinghouse provides resources to help districts, schools, and coaches develop excellent coaching programs. The site features include topic-specific briefs, a library of resources, sample coaching programs submitted by practicing coaches, a blog and forum for personal exchanges, and a calendar of professional development events.



NEW!

Find out about our newest titles for teachers of struggling learners

- *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers, Second Edition*, p. 8
- *Four Powerful Strategies for Struggling Readers Grades 3–8: Small Group Instruction That Improves Comprehension*, p. 9
- *Literacy Tutoring That Works: A Look at Successful In-School, After-School, and Summer Programs*, p. 12



Celebrating Language With Adult Literacy Students: Lessons to Engage and Inspire

Francis E. Kazemek

Written for both seasoned and novice adult literacy teachers or tutors, this book's fresh perspective focuses on expressive and poetic writing—two forms that offer excellent opportunities to engage in positive literacy experiences but are not addressed in most adult literacy classes. The text offers detailed lessons, strategies that focus on conventions like spelling and grammar, examples of literature and other art forms to use with adult learners, writing samples to present as models, and suggestions for modifying lessons and texts to meet the needs of ELL adult literacy students.

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Inspiring Reading Success: Interest and Motivation in an Age of High-Stakes Testing

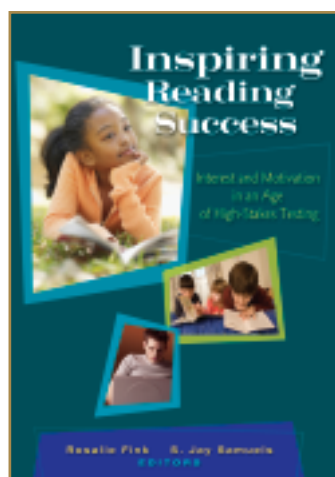
Editors: Rosalie Fink, S. Jay Samuels

This provocative text addresses the achievement gap with a new perspective on reading instruction that goes beyond the realms of teacher content knowledge and methodology. You'll learn how motivation and interest can enhance reading instruction for all students—and you'll get strategies for increasing reading success.

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No. 682-854 / **IRA Members \$19.95** • Nonmembers \$24.95

Also by Fink and Samuels:

- *What Research Has to Say About Fluency Instruction, What Research Has to Say About Reading Instruction, Third Edition, and What Research Has to Say About Vocabulary Instruction* (Samuels, with Farstrup), p. 51
- *Why Jane and John Couldn't Read—And How They Learned: A New Look at Striving Readers* (Fink), below



Book Club 12/07

Struggling Adolescent Readers: A Collection of Teaching Strategies

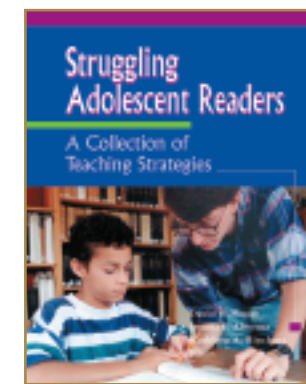
Editors: David W. Moore, Donna E. Alvermann, Kathleen A. Hinchman

This collection of 40 articles presents strategies to inspire struggling learners to be resilient and take charge of their learning. You'll discover ways to engage these learners through print, foster a spirit of inquiry, and create environments in which students can explore many perspectives and interpretations of texts.

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See also:

- *Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices*, p. 28
- The podcast *Supporting Struggling Adolescent Readers*, at www.reading.org



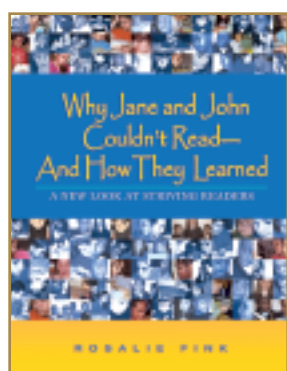
Why Jane and John Couldn't Read—And How They Learned: A New Look at Striving Readers

Rosalie Fink

This innovative model moves away from a deficit approach to striving readers to focus on personal interest, topic-specific reading, deep background knowledge, contextual reading strategies, and mentoring support.

Success stories and instructional tools will help you develop activities and lessons for children and adults.

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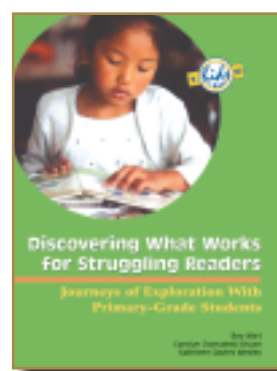
Book Club 4/06

Discovering What Works for Struggling Readers: Journeys of Exploration With Primary-Grade Students

Bev Wirt, Carolyn Domeski Bryan, Kathleen Davies Wesley

Find inspiration and guidance in this book that identifies teaching principles, or points of action, that the authors found to be effective with struggling readers. Classroom vignettes and practical ideas will help you incorporate the points with your instruction.

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Book Club 11/04

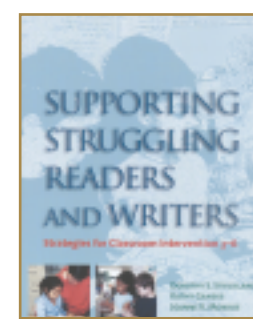
Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3–6

Dorothy S. Strickland, Kathy Ganske, Joanne K. Monroe

Find out about leading research-based practices and classroom tools for teaching literacy to low-achieving intermediate-grade students.

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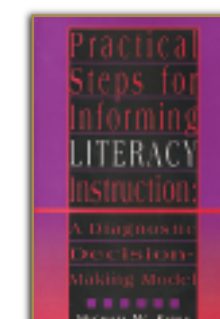


Practical Steps for Informing Literacy Instruction: A Diagnostic Decision-Making Model

Michael W. Kibby

Use this flowchart to assess students' reading strategies and abilities, evaluate instructional materials, and develop diagnostic teaching sessions for designing appropriate reading instruction.

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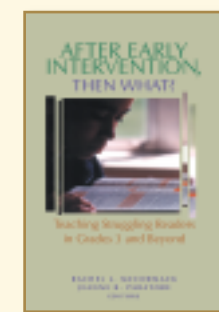
Book Club 10/95

After Early Intervention, Then What? Teaching Struggling Readers in Grades 3 and Beyond

Editors: Rachel L. McCormack, Jeanne R. Paratore

This resource addresses struggling readers' needs in a range of instructional settings and learning contexts, and presents fresh insights on pathways for these students' success.

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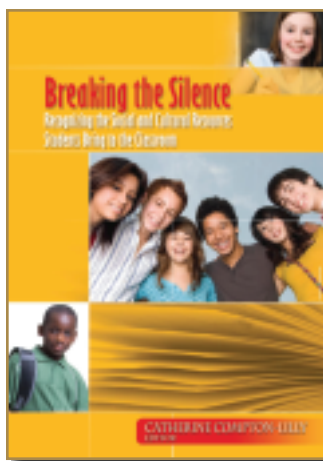
Teaching Struggling Readers: Articles From The Reading Teacher

Editor: Richard L. Allington

This compilation presents programs and practices that foster reading development in all children and can help redefine your professional beliefs about what struggling readers can achieve.

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Breaking the Silence: Recognizing the Social and Cultural Resources Students Bring to the Classroom

Editor: Catherine Compton-Lilly

The standards-based initiatives that dominate educational policy and practice today typically focus on the surface skills of reading, thus isolating teaching and learning from the social and cultural contexts that are a part of every classroom. Here is a resource that will take you into classrooms where literacy is treated as more than just a set of skills and where you will discover solutions and possibilities for providing culturally responsive teaching.

You'll learn how to create classrooms that reflect and honor the social and cultural worlds of children, how to make instruction relevant to your students, and how to create home-school partnerships with diverse families. Especially helpful are a variety of practical resources, including examples and vignettes from actual classrooms, a list of suggested resources, and sidebars with tips and recommendations you can use immediately with your students.

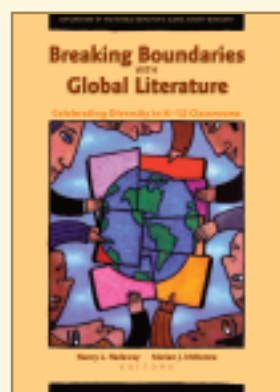
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Breaking Boundaries With Global Literature: Celebrating Diversity in K-12 Classrooms

Editors: Nancy L. Hadaway, Marian J. McKenna

Use this innovative resource to help your students understand and appreciate the global village in which they live and the diverse individuals and cultures that populate it. Drawing from the quality global literature chosen for the Notable Books for a Global Society booklists, the text explores key themes in global literature and offers ideas, activities, and strategies for your K-12 English language arts classrooms. A free online supplement provides full annotations for all NBGS books from 1996 to 2005, as well as additional booklists.

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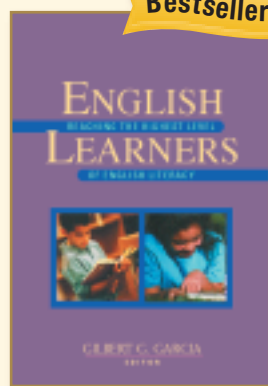


English Learners: Reaching the Highest Level of English Literacy

Editor: Gilbert G. Garcia

This indispensable resource examines three important ELL issues: English reading instruction in an immersion setting, English-language development, and cultural issues for English learners. You'll discover new ways of looking at current practice and what you can do to change it. Most important, *English Learners* emphasizes the importance of cultural heritage and celebrates the variety of voices that English learners represent.

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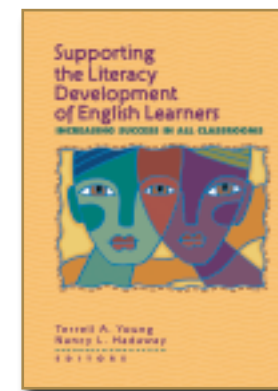
Bestseller!

Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms

Editors: Terrell A. Young, Nancy L. Hadaway

Many English learners are placed in classrooms with teachers who lack the preparation to help culturally and linguistically diverse children succeed academically. This book helps bridge the gap with an overview of English learners and practitioner-focused strategies for curriculum and planning, reading instruction, and oral language and writing development.

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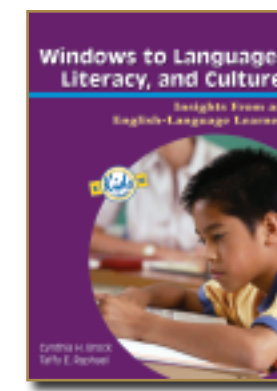
Book Club 1/06

Windows to Language, Literacy, and Culture: Insights From an English-Language Learner

Cynthia H. Brock, Taffy E. Raphael

This insider's perspective on the literacy learning process of an English-language learner encourages understanding about working with these students in a mainstream classroom.

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Book Club 10/05

Kids Come in All Languages: Reading Instruction for ESL Students

Editors: Karen Spangenberg-Urbschat, Robert Pritchard

This classic resource is full of practical information on teaching reading to culturally diverse students.

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Book Club 4/94

Under \$10 sale!

Literacy Instruction for Culturally and Linguistically Diverse Students: A Collection of Articles and Commentaries

Editor: Michael F. Opitz

Gain a better understanding of diverse learners as you learn how to put theory into practice and to celebrate diversity.

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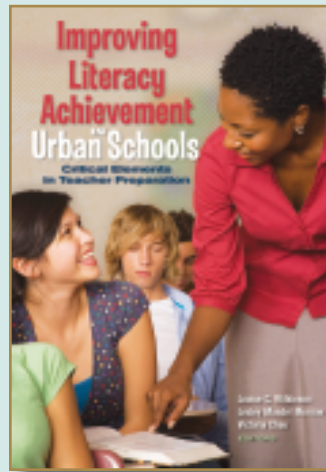
Find free resources on diverse learners at www.reading.org

- **NEW!** "Key Issues and Questions in ELL Literacy Research," a joint paper of the International Reading Association and the National Institute of Child Health and Human Development.
- Links from IRA's website to tutorials for learning English, bilingual sites, Web journals, instructional programs and classroom materials, and research centers.
- Lesson plans for ELL teachers at ReadWriteThink.org, including "Let's Read It Again: Comprehension Strategies for English-Language learners (grades K-2); and "Nature Reflections: Interactive Language Practice for English-Language Learners," a lesson plan for grades 3-5" (grades 3-5)

See also:

- **NEW!** *Dynamic Read-Aloud Strategies for English Learners: Building Language and Literacy in the Primary Grades*, p. 11

Resources for Teachers in Urban Schools



Improving Literacy Achievement in Urban Schools: Critical Elements in Teacher Preparation

Editors: Louise C. Wilkinson, Lesley Mandel Morrow, Victoria Chou

Research shows that the numerous challenges faced by today's urban schools prevent many students from achieving their literacy potential. Therefore, preparing reading teachers to succeed with diverse urban populations must be a top priority of teacher education programs. This practical resource brings together well-known urban literacy experts to critically and openly discuss education issues and present multiple pathways for effective teacher preparation. The text addresses the curricular and pedagogical challenges urban educators face, provides practical and positive solutions for improving teacher preparation, and presents sample syllabi for teacher education courses focused on teaching reading in urban settings.

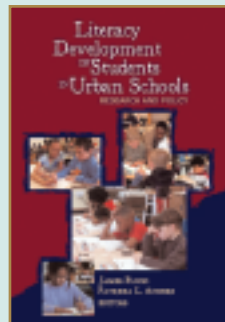
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Literacy Development of Students in Urban Schools: Research and Policy

Editors: James Flood, Patricia L. Anders

This collection synthesizes research on many topics and links it to literacy instruction so you can build instruction around the needs of your own school, students, and teachers.

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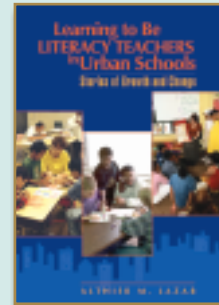


Learning to Be Literacy Teachers in Urban Schools: Stories of Growth and Change

Althier M. Lazar

Teachers and teacher educators can use this resource to bridge cultural gaps and help children in urban schools achieve.

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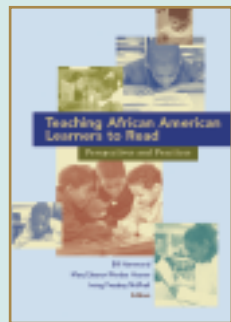
Book Club 7/04

Teaching African American Learners to Read: Perspectives and Practices

Editors: Bill Hammond, Mary Eleanor Rhodes Hoover, Irving Pressley McPhail

This collection fills a critical need for professional literature that documents successful research-based methods for teaching African American children to read.

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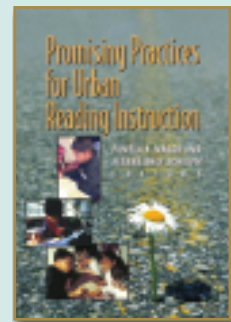


Promising Practices for Urban Reading Instruction

Editors: Pamela A. Mason, Jeanne Shay Schumm

Learn what works in urban classrooms with this collection of articles organized around the IRA position statement *Making a Difference Means Making It Different* (p. 17).

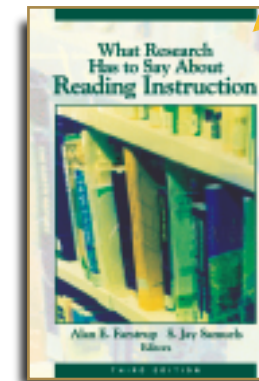
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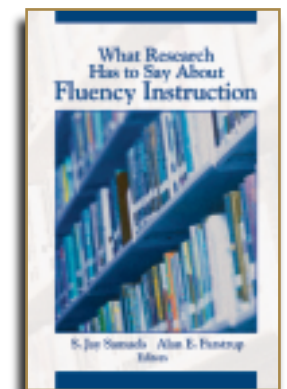
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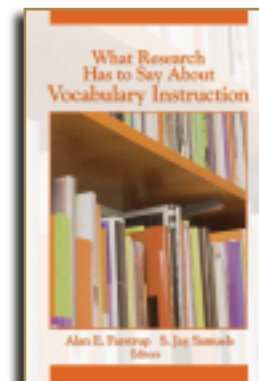
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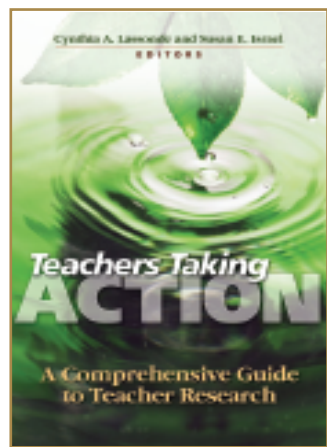
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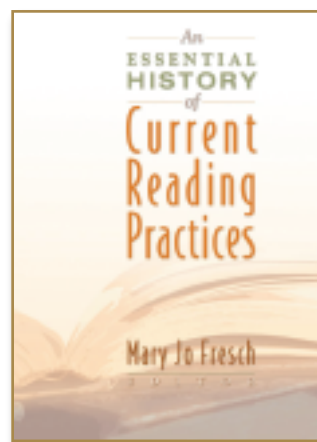
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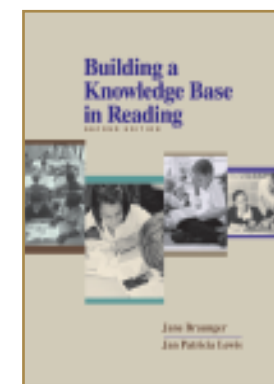
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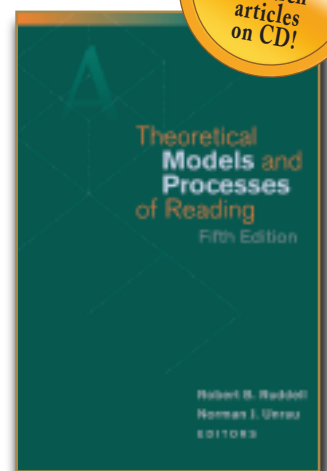
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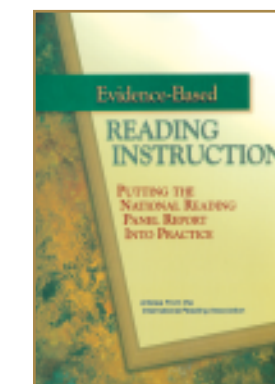
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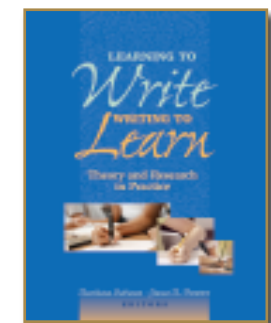


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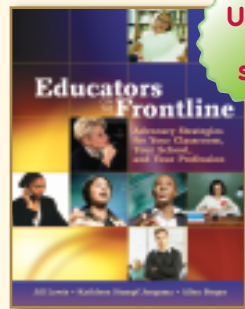
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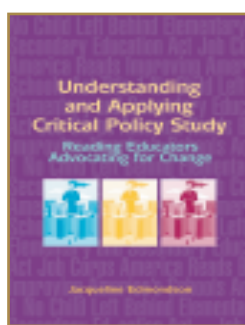


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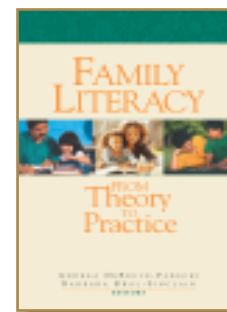
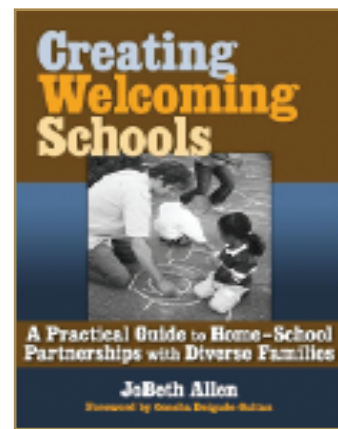
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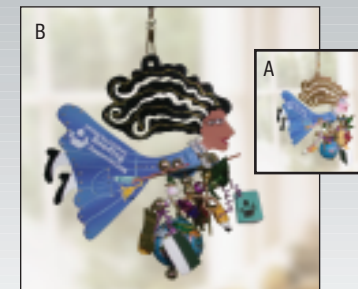
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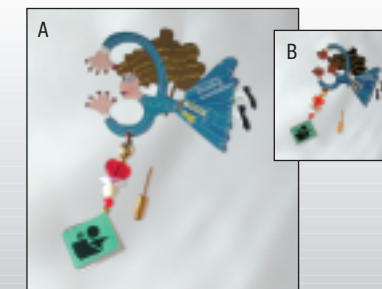
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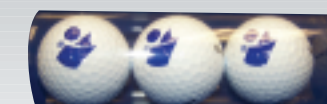
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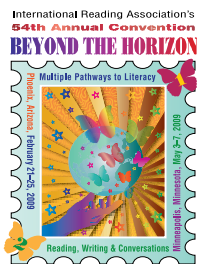
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Titles of books, brochures, and videos and DVDs

New titles
Authors
Other IRA products and services
PUBLICATION CATEGORIES

Aaron, Jennifer 53
Adamson, Susan C. 20
ADOLESCENT LITERACY 28
Adolescent Literacy Instruction 29
Adolescent Literacy: A Position Statement 32
Adolescent Literacy, Field Tested 11
Advocacy 61
Afflerbach, Peter 35
After Early Intervention, Then What? 47
Albers, Peggy 29
Algozzine, Bob 42
Allen, JoBeth 56
Allen, Mary Beth 8
Allington, Richard L. 45, 47
Alvermann, Donna E. 47
Ambrosini, Michelle 32
American Reading Instruction 39
Anders, Patricia L. 50
Anderson, Nancy A. 15
Anstey, Michèle 20
Assessing Preschool Literacy Development 6
ASSESSMENT 35
Athans, Sandra K. 24
Avalos, Mary A. 38
Balanced Approach to Beginning Reading Instruction, A 54
Barr, Rebecca 54
Barrentine, Shelby J. 36
Bauer, Eurydice Bouchereau 53
Baumann, James F. 55
Bean, Thomas W. 32
Beating the Odds 39
Beckman, Angela R. 14
Beginning Reading and Writing 17
Berger, Allen 54
Berglund, Roberta L. 21
Bernhardt, Elizabeth B. 12
Biancarosa, Gina 28
Birdyshaw, Deanna 32
Black, Alison 30
Book Club, IRA 5
Book Club: A Literature-Based Curriculum 22
BOOKMATCH 18
Boys as Readers Package 10
Braunger, Jane 53
Breaking Boundaries With Global Literature 48
Breaking the Silence 48
Bright Beginnings for Boys 10
Bringing Grammar to Life 29
Brock, Cynthia H. 49
Brozo, William G. 10, 31
Bryan, Carolyn Domaleski 47
Buehl, Doug 33
Building Academic Language 33
Building a Foundation for Preschool Literacy, Second Edition 6
Building a Knowledge Base in Reading 53
Building Reading Comprehension Habits in Grades 6–12 33
Bull, Geoff 20

Burkins, Jan Miller 11, 43
Buss, Kathleen 26
Carroll, Maureen 41
Cartwheels on the Keyboard 41
Casbergue, Renée M. 7
Celebrating Language With Adult Literacy Students 46
Changing Literacies for Changing Times 13
Chiola-Nakai, David 20
Chou, Victoria 50
Christie, James 6
Church, Brenda Weible 23, 55
Ciardiello, A. Vincent 30
Ciganek, Lisa 35
Classroom Strategies for Interactive Learning, Third Ed. 33
Clausen-Grace, Nicki 24
COACHING AND LEADERSHIP 42
Coaching Essentials Package 11, 43
Coaching for Balance 43
Cohen, Robin 15
Commeyras, Michelle 53
COMPREHENSION 24
Comprehension Shouldn't Be Silent 24
Comprehension Strategies for Middle Grade Learners 34
Comprehensive Guide to Readers Theatre, A 30
Compton-Lilly, Catherine 48
Conferences 58
CONNECTING READING AND WRITING 26
CONTENT AREA LEARNING 33
Cooter, Robert B., Jr. 36
Councils and Affiliates 61
Cowen, John Edwin 54
Cox, Sharon Dowling 53
Creating Strategic Readers: Book, Video Programs, Package 14
Creating Welcoming Schools 56
Critical Literacy and Writer's Workshop 22
Crossing Borders in Literacy and Science Instruction 54
Cuevas, Peggy D. 38
Cummins, Carrice 44
Daniell, Bren 53
Dean, Deborah 29
Dean, Nancy 43
DeBruin-Parecki, Andrea 56
Denton, Carolyn 45
Deshler, Donald D. 28
Developing Academic Thinking Skills in Grades 6–12 34
Developing Critical Awareness at the Middle Level 31
Developing Essential Literacy Skills 15
Developing Independent Readers Package 24
Developing Reading-Writing Connections 23
Devine, Denise Ashe 24
Diagnostic Literacy Assessments and Instructional Strategies 35
Dibuz, Balazs 41
Dillon, Deborah R. 55
Discovering Their Voices 31
Discovering What Works for Struggling Readers 46
Distinguished Educators on Reading 55
Distributor Network 62
DIVERSE LEARNERS 48
Dramatizing the Content With Curriculum-Based Readers Theater 34
Dreher, Mariam Jean 16
Duffy, Gerald G. 13
Dupuis, Mary M. 32

Durica, Karen Morrow 38
Dynamic Read-Aloud Strategies for English Learners 11
EARLY LITERACY 14
Early Literacy Instruction in Kindergarten 16
Edmondson, Jacqueline 54
Educators on the Frontline 54
ELEMENTARY-GRADE INSTRUCTION 18
Ellery, Valerie 14, 51
Elliott, Joan B. 32
Elrick, Ellen 53
Engaging Adolescent Boys and Girls Package 31
English Learners 48
Environmental Print in the Classroom 17
Enz, Billie J. 6
Ericson, Lita 27
Essential History of Current Reading Practices, An 52
Evidence-Based Reading Instruction 53
Examination Copies 2
Exploring African Life and Literature 30
FAMILY LITERACY 56
Family Literacy: From Theory to Practice 56
Farstrup, Alan E. 51
FAWCETT, GAY 23, 55
Fecho, Bob 53
Finding the Artist Within 29
Fink, Rosalie 46
Fisher, Douglas 11, 13, 28
Flood, James 38, 50
Fluency: Strategies & Assessments 21
Flynn, Rosalind M. 34
Four Powerful Strategies for Struggling Readers, Grades 3–8 9
Freedman, Lauren 31
Freitag, Elizabeth 7
Fresch, Mary Jo 52
Frey, Nancy 28
Fuchs, Douglas 45
Fuchs, Lynn S. 45
Gambrell, Linda B. 7, 39
Ganske, Kathy 47
García, Gilbert G. 48
Gerard, Maureen R. 17
Getting Beyond "I Like the Book" 20
Glasgow, Jacqueline N. 30
Graves, Michael F. 10, 13, 27
Green, Sharon E. 21
Grisham, Dana L. 54
Goodman, Yetta M. 13
Guastello, E. Francine 18
Guided Comprehension in Grades 3–8, Second Ed. 8
Guided Comprehension in the Primary Grades 17
Guiding Readers Through Text 38
Guided Reading Kidstation Model, The 18
Guth, Nancy DeVries 43
Hadaway, Nancy L. 48, 49
Hammond, Bill 50
Hampton, Sally 19, 37
Handbook of Reading Research 54
Handbook of Research on Reading Comprehension 13
Hansen, Jill 16
Happily Ever After 22
Harmon, Janis M. 34
Harris, Theodore L. 40
Headley, Kathy 11
Hedrick, Wanda B. 34
Heffernan, Lee 20, 22, 40
Helping Children Become Readers Through Writing 16
Hendershot, Judith 23, 55

Henry, Justina M. 23, 55
Hermann-Wilmarth, Jill 53
Hickman, Peggy 11
Highfield, Kathy 23
Hinchman, Kathleen A. 47
Hinson, Bess 40
Hobbs, Renee 30
Hodges, Richard E. 40
Hoffman, James V. 13
Hogan, Elizabeth 53
Hoover, Mary Eleanor Rhodes 50
Hopkins, Carol J. 55
How We "Do" School 38
Hubbard, Betty P. 41
Huey, Edmund Burke 12
Humphrey, Jack W. 55
Improving Literacy Achievement in Urban Schools 50
In a Reading State of Mind 28
Indrisano, Roselmina 55
Informational Text in K–3 Classrooms 16
Informed Choices for Struggling Adolescent Readers 28
Inspiring Reading Success 46
Instructional Strategies for Teaching Content Vocabulary 34
Interactive Think-Aloud Lessons 9
International Outreach 61
IRA Library 13
Irvin, Judith L. 43
Israel, Michelle M. 26
Israel, Susan E. 13, 26, 36, 52, 53
Issues and Innovations in Literacy Education 39
Jahn, Monica Dacy 17
Johns, Jerry L. 21
Johnson, Holly 31
Jongsma, Kathleen Stumpf 54
Journal of Adolescent & Adult Literacy 4, 30, 41
Juliebö, Moira Fraser 27
Justice, Laura M. 14
Kamil, Michael L. 54
Karnowski, Lee 26
Kazemek, Francis E. 46
Keeling, Kara K. 31
Kelley, Michelle J. 24
Kibby, Michael W. 47
Kids Come in All Languages 49
Kintsch, Walter 13
Kissel, Brian 42
Kletzien, Sharon Bengel 16
Krol-Sinclair, Barbara 56
Labbo, Linda D. 41
Lanning, Lois A. 9
Lapp, Diane 13, 28, 38
Lassonde, Cynthia A. 12, 52
Layne, Steven L. 39
Lazar, Althier M. 50
Leading a Successful Reading Program 43
Learning About Print in Preschool, Second Ed. 6
Learning to Be Literacy Teachers in Urban Schools 50
Learning to Write, Writing to Learn 55
Lectura y Vida (journal) 4
Lee, Carol Ann 41
Lenhart, Lisa A. 7
Lenski, Susan Davis 54
Lenz, Claire R. 18
Lewis, Jan Patricia 53
Lewis, Jill 29

Life's Literacy Lessons 39
Literacy Coaching Clearinghouse 44
Literacy Coach's Companion, The 42
Literacy Coach's Q&A Package, The 42
Literacy Coach's Survival Guide 42
Literacy Development of Students in Urban Schools 50
Literacy Dictionary, The 40
Literacy Instruction for Culturally and Linguistically Diverse Students 49
Literacy Leadership 44
Literacy Learning in Networked Classrooms 41
Literacy Teacher Preparation 54
Literacy Tutoring That Works 12
Literature Links 41
Love, Mary Susan 41
Lowry, Margaret 37
Making a Difference Means Making it Different 17
Mantione, Roberta D. 25
Martinez, Miriam G. 26
Marvelous Minilessons for Teaching Beginning Writing 15
Mason, Pamela A. 50
Massey, Susan R. 38
McAndrew, Donald A. 44
McAndrews, Stephanie L. 35
McCormack, Rachel L. 47
McDermott, Pamela A. 41
McKenna, Marian J. 48
McLaughlin, Maureen 8, 17
McNabb, Mary L. 41
McPhail, Irving Pressley 50
Meeting the Challenge of Adolescent Literacy 43
Meltzer, Julie 43
Membership Benefits 4, 67
Merchandise, IRA 57
Mickler, Martha Jan 43
Moje, Elizabeth Birr 32
Monaghan, E. Jennifer 53
Monroe, Joanne K. 47
Moorman, Gary 29
Moore, David W. 32, 34, 47
Morretta, Teresa M. 32
Morrow, Lesley Mandel 6, 7, 17, 50
Mosenthal, Peter B. 54
Moss, Barbara G. 23, 55
Motivating Recreational Reading 23
Mraz, Maryann 42
Muisse, Michael R. 20
Murphy, Sandra 37
Nagy, William E. 28
Nair, Marnie 28
National Council of Teachers of English 32
National Council of Teachers of Mathematics 32
National Council for the Social Studies 32
National Science Teachers Association 32
NEW AND FORTHCOMING RELEASES 6
New Directions in Reading Instruction 40
"No Deposit, No Return" 53
No Quick Fix, The RTI Edition 45
O'Brien, David G. 55
Oczkus, Lori 9, 25
O'Day, Shannon 18
O'Neal, Sharon 26
Olness, Rebecca 20
Online Career Center 60
Opitz, Michael F. 49
Oral Language and Early Literacy in Preschool, Second Ed. 7
Order Form 2
Order Options 2
Padak, Nancy D. 23, 55

Palincsar, Annemarie Sullivan 28
Paratore, Jeanne R. 47, 55
Pardo, Laura S. 22
PARENT RESOURCES 56
Parris, Sheri R. 11
Pazos-Rego, Ana Maria 38
Pearson, P. David 54
Peck, Jacqueline K. 23, 55
Pence, Khara L. 14
Perkins, Rachael Sawyer 22
Pettengill, Stephanie Stephens 43
Phillips, Melvina 43
Phonological Awareness Handbook 27
Pintaone-Hernandez, Andrea 53
Plaut, Suzanne 12
Podcasts 60
Afflerbach on Assessment 35
Allington on RTI 45
Creating a Home Reading Program 24
Fisher, Frey, and Lapp on Modeling During Shared Reading 28
Moje on Literacy in the Subject Areas 32
Phonics Through Shared Reading 27
Phrasing for Fluency 14
Supporting Struggling Adolescent Readers 32
Teaching Key Vocabulary 25
Teaching Vocabulary in Middle and High School 27
Understanding the Big Idea 25
Writing to Learn Across the Curriculum 26
Poetic Possibilities 26
Poetry Workshop for Middle School 32
Pollard-Durodola 11
Position Statements, IRA 55
Practical Literacy Coaching 11
Practical Steps for Informing Literacy Instruction 47
Preparing Reading Professionals 44
Prereading Activities for Content Area Reading and Learning 34
Preschool Literacy Collection-New Edition 6
Primary Literacy Package 19
Prior, Jennifer 17
Prior, Miri Park 41
Pritchard, Robert 49
PROFESSIONAL DEVELOPMENT 28
Promising Practices for Urban Reading Instruction 50
Pryor, Elizabeth (Betsy) 23, 55
Psychology and Pedagogy of Reading, Special Ed. 12
Publishing with IRA 66
Puzzle Them First! 30
Quality Comprehension 24
R⁵ in Your Classroom 24
Raphael, Taffy E. 22, 49
Rasinski, Timothy V. 23, 55
Readence, John E. 34
Reading and Writing Genres Package 26
Reading and Writing Literary Genres 26
Reading and Writing Nonfiction Genres 26
Reading and Writing Grade by Grade 19
Reading and Writing Package 19
Reading and Writing With Understanding 19
Reading Assessment 36
Reading Photographs to Write With Meaning and Purpose 28
Reading Reflections 40
Reading Research Quarterly (journal) 4, 55
Reading Teacher, The (journal) 4, 22, 41
Reading the Media 30
Reading Today (newspaper) 4
ReadWriteThink.org (website) 41, 60

INDEX

<i>Ready for the Classroom?</i>38	<i>Standards for the English Language Arts</i>40	<i>Using Literature to Enhance Content Area Instruction</i>20
<i>Reciprocal Teaching at Work (book; video/DVD; package)</i>25	Stave, Anna M.30	<i>Using Literature to Enhance Instruction Package</i>20
RESEARCH AND POLICY51, 61	Stecker, Pamela M.45	<i>Using Literature to Enhance Writing Instruction</i>20
Resnick, Lauren B.19	Stokes, Sandra M.36	<i>Using Metacognitive Assessments to Create Individualized Reading Instruction</i>36
<i>Response to Intervention</i>45	<i>Strategic Spelling</i>32	<i>Using Rubrics to Improve Student Writing: Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5</i>37
Reutzel, D. Ray36	<i>Strategies for Reading Assessment and Instruction</i>36	<i>Using Rubrics Package</i>37
Rice, Linda J.30	Strickland, Dorothy S.6, 17, 27, 47	Van Horn, Lee28
Richards, Janet C.12	<i>Struggling Adolescent Readers</i>47	Vasquez, Vivian.....20
Rickelman, Robert J.34	STRUGGLING READERS45	Vaughn, Hope53
Right to Literacy in Secondary Schools, The12	Student Membership5	Vaughn, Sharon45
Robinson, Richard D.39	<i>Supporting the Literacy Development of English Learners</i>49	Venn, Elizabeth Claire17
Rog, Lori Jamison15, 16	<i>Supporting Struggling Readers and Writers</i>47	<i>Vocabulary Book, The</i>27
Rosenboom, Jennifer51	<i>Surviving but Not Yet Thriving</i>42	Vukelich, Carol.....6, 19
Roser, Nancy L.26	Tabors, Patton O.7	Walmsley, Sean A.45
Roskos, Kathleen A.7, 23, 55	Taylor, Barbara M.45	<i>Weaving Through Words</i>25
Roulston, Kathy53	Taylor, D. Bruce38	Web Resources60
Ruddell, Robert B.52	<i>Teachers Taking Action</i>52	Wedwick, Linda18
Ryan, Tammy41	<i>Teaching African American Learners to Read</i>50	Wepner, Shelley B.39
Rycik, James A.32	<i>Teaching Comprehension and Exploring Multiple Literacies</i>23	Wesley, Kathleen Davies47
Sadler, Charlotte Rose34, 37	<i>Teaching and Learning in Preschool</i>17	<i>What a Character!</i>26
Samuels, S. Jay46, 51	<i>Teaching and Learning Multiliteracies</i>20	<i>What Is Literacy?</i>40
Sandel, Lenore39	Teaching Individual Words10	<i>What Research Has to Say About Fluency Instruction</i>51
Saul, E. Wendy.....54	<i>Teaching Phonics Today</i>27	<i>What Research Has to Say About Reading Instruction</i>51
<i>Scaffolding With Storybooks</i>14	<i>Teaching Reading Collection</i>23	<i>What Research Has to Say About Reading Instruction, PD Ed.</i>51
Schickedanz, Judith A.6, 7	<i>Teaching Struggling Readers</i>47	<i>What Research Has to Say About Vocabulary Instruction</i>51
Schulze, Arlene C.16	<i>Teaching Vocabulary to Improve Reading Comprehension</i>27	<i>What Should I Read Aloud?</i>15
Schumm, Jeanne Shay38, 50	<i>Teaching With Care</i>39	Wheatley, Jonathan P.32
<i>Setting the Stage for Creative Writing</i>18	<i>Teaching Word Recognition, Spelling, and Vocabulary</i>23	<i>Why Jane and John Couldn't Read</i>46
Shanahan, Timothy45	Teale, William12	Wiggins, Alice K.14
<i>Shaping the Reading Field</i>53	"Tell Me a Story"16	Wilkinson, Louise C.50
Shear, Janice20	TECHNOLOGY RESOURCES41	<i>Windows to Language, Literacy, and Culture</i>49
Siegel, Amanda53	<i>Theoretical Models and Processes of Reading</i>52	Wirt, Bev.....46
Skibbe, Lori E.14	Thurber, Bonnie B.41	Wold, Linda S.54
Small-Group Reading Instruction (beginning readers), Second Ed.8	<i>To Be a Boy, To Be a Reader</i>31	Wood, Karen D.34, 38
<i>Small-Group Reading Instruction (intermediate readers)</i>21	Toll, Cathy A.42	WORD STUDY27
Small-Group Reading Instruction DVD Series (beginning readers), Rev.8	<i>Trading Cards to Comic Strips</i>22	Writing in Preschool, Second Ed.7
<i>Small-Group Reading Instruction Video Series (intermediate)</i>21	Tyner, Beverly8, 21	Wutz, Jessica Ann18
Smead, Sabine25	<i>Understanding and Applying Critical Policy Study</i>54	Xu, Shelley Hong22
Smith, Nila Banton39	<i>Understanding and Implementing Reading First Initiatives</i>44	Yokota, Junko26
Snow, Catherine19	<i>Understanding and Using Reading Assessment</i>35	<i>Young Adult Literature in the Classroom</i>32
Spangenberg-Urbschat, Karen.....49	<i>Understanding and Using Reading Assessment, K-12, PD Ed.</i>35	Young, Terrell A.22, 49
<i>Speaking and Listening for Preschool Through Third Grade</i>19	Unrau, Norman J.52	Zambo, Debby10
Sprague, Marsha M.31	Using Children's Literature in Preschool, Second Ed.7	Zunich, Lark O.22
<i>Standards for Middle and High School Literacy Coaches</i>32		Zwiers, Jeff33, 34
<i>Standards for Reading Professionals</i>44		



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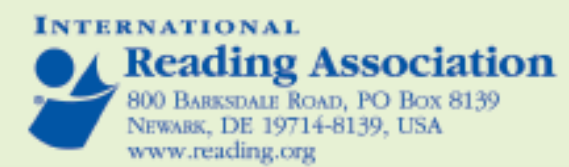
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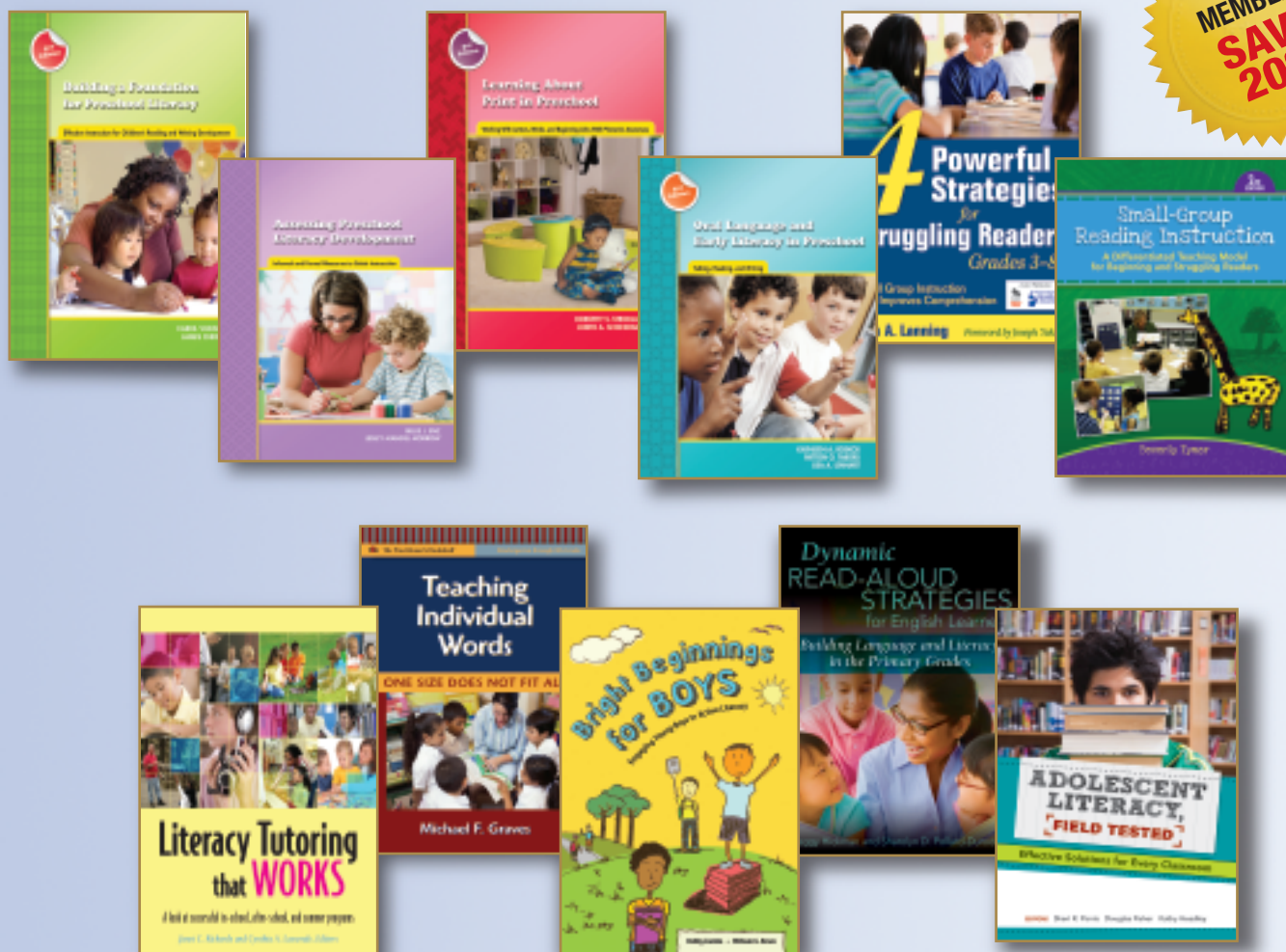
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