

APPENDIX C:

RESOURCES AND REFERENCES

RESOURCES

BOOKS

Reading Research in Action

by McCardle, Chhabra, and Kapinus

This book explains the basics of research and how its findings can be used in the classroom. Teachers are often the last to know about new educational research, or, if they do hear it, they question its quality and therefore do not trust it. This book starts by explaining the components of a quality research study and then summarizes the findings of the major reports done on reading in the past several years (e.g., *Preventing Reading Difficulties*, National Reading Panel reports, RAND reports). Next, the book reviews some key research findings on the various components of reading, providing scenarios in each chapter of how the findings might transfer to the classroom. Chapter topics include vocabulary, alphabetics, fluency, comprehension, writing, and spelling. The authors conclude the book by discussing motivation and engagement, the value and types of assessments, what teachers need to know to help students be successful and response to intervention (RTI). This book is useful for teachers to learn the basics of quality research, the findings of major studies, and, best of all, how to use those findings to improve their instruction.

Is Literacy Enough?

by Snow, Porche, Tabors, and Harris

This book tells the story of a longitudinal study following 83 students, initially from preschool to grade 4, but then the researchers continued to follow some of the students through high school. At the end of the study, researchers were still in contact with 47 of the original students. The researchers set out to answer three questions:

1. What aspects of early literacy robustly predict later reading achievement?
2. What aspects of later achievement are most strongly related to early literacy success?
3. What child characteristics and environmental variables influence the above relationships?

The writing is more in story form than that in research journals, and several case studies connect to a real child. The final chapter discusses lessons learned from this study and contains many important points. An interesting finding is that the students who felt a connection with an adult, felt that an adult believed in them and cared what happened to them, were less likely to drop out of school, regardless of reading ability. This book provides an interesting perspective, spanning from preschool to high school, and some of the “red flags” teachers can look for along the way.

Finding the Right Texts: What Works for Beginning and Struggling Readers
by Hiebert and Sailors

This book emphasizes the paucity of research on choosing instructional texts through three areas:

1. The linguistic content of texts
2. The conceptual content of texts
3. How teachers select and scaffold texts

Several authors contribute to each section. In the linguistic-content section, authors discuss the decadeslong debate about what sounds and phonetic elements should be included in texts for various levels of learners and how often and when should they appear. The authors discuss the importance of motivational and relevant content and a balance of narrative and expository texts, even with young students. The book concludes with recommendations for the selection of texts for various profiles of students, based on assessment data, and ways to identify the components of mandated texts that should be scaffolded.

Improving Reading Comprehension: Research-Based Principles and Practices
by Carlisle and Rice

This resource covers the foundations of language and their connection to reading, research from multiple disciplines related to a variety of populations, and obstacles to the development of comprehension skills. The authors discuss the theories behind the research and how the findings translate into comprehension practice. Each chapter begins with a “getting started” section that lays out what is covered in the chapter and ends with a “commonly asked questions” section about the chapter topic. This format is helpful for teachers who want to learn about the latest research-validated classroom practices.

Vocabulary Development **by Stahl**

Stahl presents answers to four questions about vocabulary development:

1. What is the relationship between vocabulary knowledge and reading comprehension?
2. How many words do people know?
3. What does it mean to know a word?
4. How do people learn from context?

This short, easy-to-read resource provides quick answers to frequently asked questions about vocabulary instruction. Stahl provides some general guidelines for vocabulary instruction, including individual words, words as concepts, and words as parts. He also provides a list of the most frequently occurring prefixes and suffixes in English. This list is helpful for determining which affixes to introduce first in vocabulary instruction. This book is part of a series titled *Reading Research to Practice*, edited by Chall.

The Key Three Routine: Comprehension Strategy Instruction **by Sedita**

This book discusses the key three routine, a combination of comprehension, writing, and study skills that help students in grades 4–12 understand and retain the information presented in their daily classes. Sedita provides teachers with strategies, activities, and lessons to build students' ability to independently apply comprehension strategies across all content areas. The book provides details about comprehension as one of the five components of reading; discusses variables that might affect a student's ability to comprehend; and provides lessons, templates, and activities to teach students to understand and organize the material they encounter daily. Strategies in the book include main idea, note-taking, summarizing, and generating questions; additionally, there is an explicit and organized description of how to present these tools to students through the key three routine. The appendix offers several templates and sample student responses. This book is a good guide for teachers of students of all abilities in grades 4–12, but it is especially important for teachers working with struggling adolescent readers. A companion book, *The Key Vocabulary Routine: Content Vocabulary Instruction*, includes a similar organizational framework for teaching vocabulary. The reproducible templates and words lists in the appendices can simplify the complex task of teaching vocabulary.

Bringing Words to Life**by Beck, McKeown, and Kucan**

This book provides a framework for meaningful vocabulary instruction that uses evidence-based methods and strategies. The strategies and activities include lively interactions, student-friendly definitions, and tiered levels of words. Robust instruction focuses on Tier II words, or “words that are of high frequency for mature language users and are found across a variety of domains” (p. 8).

Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples**by Beck, McKeown, and Kucan**

This follow-up book to *Bringing Words to Life* addresses remaining questions about using the tiered approach to vocabulary instruction. The book was created by using several of the questions that the authors received from educators in the field. Examples of such questions include the following:

- Is instruction in Tier II words appropriate for English language learners?
- Should the multiple meanings of a word be introduced at the same time?
- Can a word be a Tier I word for some children and a Tier II word for others?

At the end of the book are several lists of Tier II words from classic children’s literature, ranging from a kindergarten reading level through high school. The authors also provide several examples of the various activities that can be used during robust vocabulary instruction.

Differentiated Reading Instruction: Strategies for the Primary Grades**by Walpole and McKenna**

This book is helpful for teachers who find themselves asking the question, “How do I meet the needs of all of my students?” The book is structured to allow use of the ideas and lessons across programs, grade levels, and settings. The first two chapters provide an overview of differentiated instruction and assessment tools to aid differentiation. The chapters that follow provide ideas on how to differentiate phonemic awareness, word recognition, fluency, vocabulary, and comprehension lessons. The book ends with four chapters that cover a differentiation plan for kindergarten, and first, second, and third grades. The book provides many hands-on, practical ideas that can be used in the classroom immediately. The glossary of terms provided is also a helpful tool.

Voice of Evidence in Reading Research**by McCardle and Chhabra**

An abundance of reading research is available to educators, but how does one know what is quality research and what the trends are? This book is an excellent tool in answering those questions. The book starts with an overview of research and then discusses the methods used in reading research and the three types of research (clinical trial, longitudinal study, and meta-analysis). The book then provides several chapters on evidence-based practices in the five components of reading, as identified by the National Reading Panel. Sections also cover topics such as motivation of students, professional development for teachers, time allocation in the classroom, and the latest findings from neuroimaging studies. The book concludes with a discussion of how research can inform policy and practice.

WEBSITES

www.readwritethink.org

This website, sponsored by International Reading Association and the National Council of Teachers of English, provides teachers with a link to classroom resources, professional development, and parent and after-school resources. There are links to lesson plans, student “interactives,” calendar activities, and printouts. The lesson plans are broken into those featured and those most popular.

www.weeklyreader.com

The website of the popular magazine includes links to elementary resources, secondary resources, free kits and contests, printable activities, and products.

www.ldonline.org

This website provides information on learning disabilities (LD) and attention-deficit/hyperactivity disorder (ADHD). A section specially designed for educators includes instructional strategies for teaching students with LD or ADHD, articles, resources, recommended links, and other teaching tools.

www.adlit.org

The sister site of LD Online, this site is designed specially for teachers and parents of students in grades 4–12. The site includes classroom strategies, recommended books, research, and a glossary of terms.

www.interventioncentral.org

This website provides resources on response to intervention and general intervention for both academics and behavior. In the academic resources section are suggestions for teaching reading comprehension, reading fluency, mathematics, writing, and study and organizational skills. The website also features descriptions of workshops that can be scheduled for schools.

www.centeroninstruction.org

The Center on Instruction website provides scientifically based research and information on K–12 instruction in reading, mathematics, science, special education, and English language learning. It contains links to topic-based materials, syntheses of recent research, and exemplars of best practices.

www.ccsso.org

The Council of Chief State School Officers provides support and resources to support educators. The council has partnered with the National Governors Association to create a set of Common Core State Standards. The website reviews these standards and links to a website addressing them.

www.rtinetwork.org

The RTI Network website is a program of the National Center for Learning Disabilities. This comprehensive website provides information about the basics of response to intervention: getting started, essential components, and professional development.

GLOSSARY

academic vocabulary	Terms associated with a specific content area or topic; language used across content areas to teach and learn skills and concepts.
activating background knowledge	Connecting prior knowledge to what is being taught.
affix	A prefix or suffix added to a base word or root that changes the word’s meaning or function. Examples: review , renting .
automaticity	The ability to recognize sounds, letters, and words quickly, accurately, and effortlessly.
base word	A word to which affixes are added to change its meaning or function. Examples: peaceful , disagree .
blending	The process of combining individual sounds to decode or say a word.
breve	The diacritical mark that represents a short vowel’s sound. Example: căt .
choral response	Students answering a question or responding to a prompt in unison.
click and clunk strategy	A strategy used in Collaborative Strategic Reading in which students monitor their comprehension during reading and implement strategies to fix “clunks,” or areas in which their comprehension breaks down.

closed syllable	A syllable that ends in only one vowel and a consonant.
cloze (activity)	An activity in which a word is left out of a sentence and the student supplies the missing word.
compound word	A word composed of two or more smaller words. Frequently, the meaning of the compound word can be derived from the smaller words. Examples: football, birthday.
comprehension	The ability to understand and gain meaning from reading a passage or listening to a passage being read.
consonant blend	Two or more adjacent consonants in a word, each representing a distinct sound. Examples: jump , stay .
consonant digraph	Two adjacent letters that represent one sound. Examples: ship , bunch .
consonant- le syllable	A syllable that consists of a consonant followed by the letters l and e . Examples: apple , table .
context clue	A hint to the meaning of a word or phrase that is derived from text that surrounds the unknown word or phrase.
continuous consonant sound	A consonant sound that can be sustained without distortion. Examples: /l/, /m/, /s/. Nonexamples: /p/, /d/, /k/.
contraction	A word formed by combining two words and replacing one or more letters with an apostrophe. A contraction is a shortened way of saying the two separate words. Examples: wouldn't = would not; you're = you are.
decodable text	Text in which most words follow the letter-sound relationships that the reader has learned.
decoding	To read a word by sounding it out; the process of converting printed words to spoken words by applying knowledge of letter-sound relationships.
encode	To spell a word; the process of converting spoken words to printed words by applying knowledge of letter-sound relationships.

expository text	Text that presents factual information.
fluency	The ability to read quickly, accurately, smoothly, and with expression.
generalize	To apply a specific learned skill to a broader situation.
genre	A category of literature with unique characteristics. Examples: poetry, mystery, science fiction, biography, fantasy.
gist	The main idea of a section of text.
graphic organizer	A visual representation of the relationship between words, concepts, or events that is intended to enhance understanding. Examples: Venn diagram, flow chart, word web.
high-frequency word	A word that appears frequently in text and spoken language.
high-utility word	A content-specific word that is useful to know because it occurs frequently and is essential to understanding text.
homophone	A word that sounds the same as another word but has a different meaning and spelling. Examples: made and maid, past and passed.
irregular word	A word whose letters do not follow their most common sounds. Examples: of, they , said .
letter-sound correspondence	The ability to identify the letters of the alphabet and the sounds associated with them.
long vowel sound	A vowel sound that is the same as the name of the vowel. Examples: ma de, Pete , ri de, ho me, cu be.
macron	The diacritical mark that represents a long vowel's sound. Example: /ā/.
morpheme	The smallest unit of meaning of language. Example: The ed in rented indicates past tense.

multisyllabic	Containing more than one syllable.
narrative	A type of text that tells a story or sequence of events.
nonsense word	Nonwords that students use their phonic knowledge to decode and encode accurately. Examples: trum, ribfot.
open syllable	A syllable containing only one vowel and ending in a vowel sound; the vowel sound usually is long. Examples: hi, music .
past tense	A verb tense that indicates action that took place in the past. Examples: looked, ran.
predict	To anticipate what will be learned or what will happen in a text, based on background knowledge or previewing.
prefix	A word part added to the beginning of a root or base word that changes the word's meaning. Examples: un load, trans port.
preview	A strategy in which a reader scans a text before reading to activate background knowledge and form a prediction.
prior knowledge	Knowledge gained from previous experience and learning.
prosody	Reading with appropriate expression, rhythm, and intonation.
<i>r</i> -controlled vowel	A vowel whose sound is influenced by an <i>r</i> that immediately follows it. Example: harm vs. ham .
root	A Greek or Latin unit of meaning to which affixes are added to form words. A root differs from a base word in that it is not a word on its own. Examples: dem (from the Greek demos , which means "people"): dem ocracy, epidem ic; pac (from the Latin pax , which means "peace"): pac ify, pac ifist.
scaffold	A temporary support that allows a student to accomplish a task that he or she otherwise would not be able to accomplish; scaffolding is gradually reduced as a student gains mastery. Examples: modeling and guided practice.

schwa	The vowel sound that often occurs in unstressed syllables and that often is represented by the following symbol: ə.
segmenting	To break apart words into individual sounds or word parts.
short vowel sounds	The initial vowel sounds heard in the following examples: a nt, e ducation, i ch, o ctopus, u p.
sight words	A word that one is able to read instantly.
sound options	The sound differences that a letter combination represents in different words. Example: tr ou t vs so up.
spelling options	The spelling differences for the same sound in different words. Example: /ā/ in <i>flame, raid, and spray.</i>
stop consonant	A consonant sound that is distorted if not said quickly. Examples: /t/, /g/, /b/ vs. /m/, /s/, /f/.
suffix	A word part added to the end of a root or base word that changes the word's meaning. Examples: livel ly , plant ed .
syllable	A unit of pronunciation containing one vowel sound. Examples: fan–tas–tic.
syllable stress (accent)	The emphasis put on a particular syllable in a word. Examples: ba con, a part ment, be gin .
syllable type	A category of syllables by predictable spelling patterns and pronunciation. Examples: consonant- le , vowel-consonant- e , open, and r -controlled.
synonym	A word whose meaning is similar to another word. Examples: messy, sloppy; try, attempt.
think-aloud	A technique in which the teacher verbalizes the thought process of a reader using instructional strategies. Example for previewing text: "The title of the section is <i>Earthquakes</i> , and there's a picture of a street with a huge crack in the middle. Once, on TV, I saw a building that crumbled during an earthquake. I think we are going to learn about what happens during an earthquake."

unvoiced sound	A sound whose production does not make the vocal cords vibrate. Examples: /s/, /f/.
vocabulary	The knowledge of words and word meanings; types of vocabulary include receptive (words we hear and read) and productive (words we say and write).
voiced sound	A sound whose production makes the vocal cords vibrate. Examples: /z/, /m/, /g/.
vowel	A sound that is produced with unobstructed air passing through the mouth.
vowel-consonant- e syllable	A syllable with a vowel followed by a consonant and a silent e ; the first vowel usually makes its long sound, and the final e is silent. Examples: flute , pine , ape.
whole word	A word that is formed when word parts are put together. Example: punish + ing = punishing .
word recognition	The ability to identify a word in print.
word sort	An activity in which words are categorized according to common features.
word study	A comprehensive approach to word-reading instruction in which the student learns the phonics, structure, spelling, and meaning of words.
word web	A graphic organizer that illustrates the relationship among words.

REFERENCES

- Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Biancarosa, G., & Snow, C. E. (2004). *Reading next – A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Austin, TX: University of Texas System/Texas Education Agency.
- Edmonds, M. S., Vaughn, S., Wexler, J., Reutebuch, C. K., Cable, A., Tackett, K., & Wick, J. (in press). A synthesis of reading interventions and effects on reading outcomes for older struggling readers. *Review of Educational Research*.
- Mastropieri, M. A., & Scruggs, T. E. (2002). *Effective instruction for special education*. Austin, TX: ProEd.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read*. Bethesda, MD: Author.
- Perfetti, C. A., Landi, N., & Oakhill, J. (2005). The acquisition of reading comprehension skill. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 227–247). Oxford, UK: Blackwell.
- Swanson, H. L., & Deshler, D. (2003). Instructing adolescents with learning disabilities: Converting a meta-analysis to practice. *Journal of Learning Disabilities*, 36, 124–135.

