

Reading Web Resources

www.ldonline.org - leading website on learning disabilities.

www.readingrockets.org - provides information about helping struggling readers, interesting books to read with children, information about student assessment, and research strategies. Also contains video tapes of effective reading instruction. Duke and Pearson's chapter on comprehension instruction is very good.

http://www.reading.org/resources/issues/positions_young_adolescents.html - This website is an overview of the type of reading instruction adolescents need to be successful.

<http://www.all4ed.org/publications/ReadingNext/> - This website provides access to the Reading Next Document that highlights research based information on adolescent literacy

<http://cela.albany.edu> Guidelines for Teaching Middle and High School Students to Read and Write Well. Also contains interesting papers by Barbara Taylor and David Pearson about effective reading teachers and schools that promote reading achievement. Be sure to check out the Literacy Corner portion of the website for fun activities, resources, and making Home-School Connections—specifically designed for working with young children.

<http://www.sedl.org/pubs/reading16/welcome.html> Building Reading Proficiency at the Secondary Level

www.nasetalliance.org - Alliance for Secondary Education How Do You Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider

http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/webwatch/struggling/index.html - Websites for Struggling Readers

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/12> Reading in the Content Areas – Strategies for Struggling Readers

<http://www.sedl.org/pubs/sedl-letter/v14n03/5.html> Making Every Teacher a Reading Teacher: Putnam City Secondary Educators Work to Help Struggling Readers

Book Resources

Includes both elementary and secondary:

Balajthy, E., & Lipa-Wad, S. (2003). *Struggling readers: Assessment and instruction in grades k-6*. Guilford.

Bearh, D. R., Invernizzi, M., Tempelton, S., & Johnston, F. (2004). *Words their Way: Word study for phonics, vocabulary, and spelling instruction*. Pearson.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. The Guilford Press.

Duke, N. K., & Pearson, P. (2002). Effective Practices for Developing Reading Comprehension. In Alan E. Farstrup & S. Jay Samuels (Eds.), *What Research Has to Say About Reading Instruction* (3rd ed., pp. 205-242). International Reading Association, Inc. *Download book chapter from Reading Rockets website—go to research link and click on comprehension.*

Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.

O'Connor, R. (2007). *Teaching word recognition: Effective strategies for students with learning difficulties*. The Guilford Press.

At the secondary level:

Beers, Kylee (2003) *When Kids Can't Read*. Heinemann

Galda, Lee (2007). *Reading and Responding in the Middle Grades: Approaches for All Classrooms*. Pearson.

Irwin, J. Buehl, D., Radcliffe, B. (2007) *Strategies to Enhance Literacy and Learning in the Middle School Content Area Classrooms*. Pearson

Differentiated Instruction in the Content Areas – the following websites provide lists of award winning trade books in the areas of social studies and science. The website provides reading levels for these books to support differentiating instruction.

Social Studies <http://www.socialstudies.org/resources/notable/> The National Council for the Social Studies provides a list of leveled trade books.

Science; www.nsta.org/ostbc/ National Science Teachers Association provides a list of leveled trade books.

Journal Articles on Secondary Reading & Adolescent Literacy

Alvermann, D., & Rush, L. (2004). Literacy intervention programs at the middle and high school levels. In T. Jetton & J. Dole (Eds.), *Adolescent literacy research and practice* (pp. 210-217). New York: Guilford Press.

Fang, Z. (2006). The language demands of science reading in middle school. *International Journal of Science Education*, 28 (5), 491-520.

Moje, E., Young, J., Readence, J., & Moore, D. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacy*, 43, 400-410.

Professional Development References in Presentation

Achinstein, B., & Villar, A. (2002, April). *Politics of the mentoring process for novices: Negotiating professional relationships and new teacher learning*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

Baker, S., & Smith, S. (2001). Linking school assessments to research-based practices in beginning reading: Improving programs and outcomes for students with and without disabilities. *Teacher Education and Special Education*, 24, 315-332.

Brownell, M., Bishop, A., Gersten, R., Klingner, J., Dimino, J., Haager, D., Menon, S., Penfield, R., & Sindelar, P. (2007). *Examining the Dimensions of Teacher Quality for Beginning Special Education Teachers: The Role of Domain Expertise*. Accepted with revisions in *Exceptional Children*.

Desimone, L. M., Porter, A. C., Garet, M. S., Kwang, S. Y., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24, 81-112.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

Garet, M. S., Porter, A. C., Desimone, L., Beatrice, F. B., & Kwang, S. K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915-945.

Grant, S. G., Peterson, P. L., & Shojgreen-Downer, A. (1996). Learning to teach mathematics in the context of systemic reform. *American Educational Research Journal*, 33, 509-541.

Loucks-Horsley, S., Love, N., Stiles, K., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press, Inc.

Seo, S., Brownell, M., Bishop, A., & Dingle, M. (in press). *An Examination of Beginning Special Education Teachers' Classroom Practices That Engage Elementary Students with Learning Disabilities in Reading Instruction*. Status revised and resubmitted.