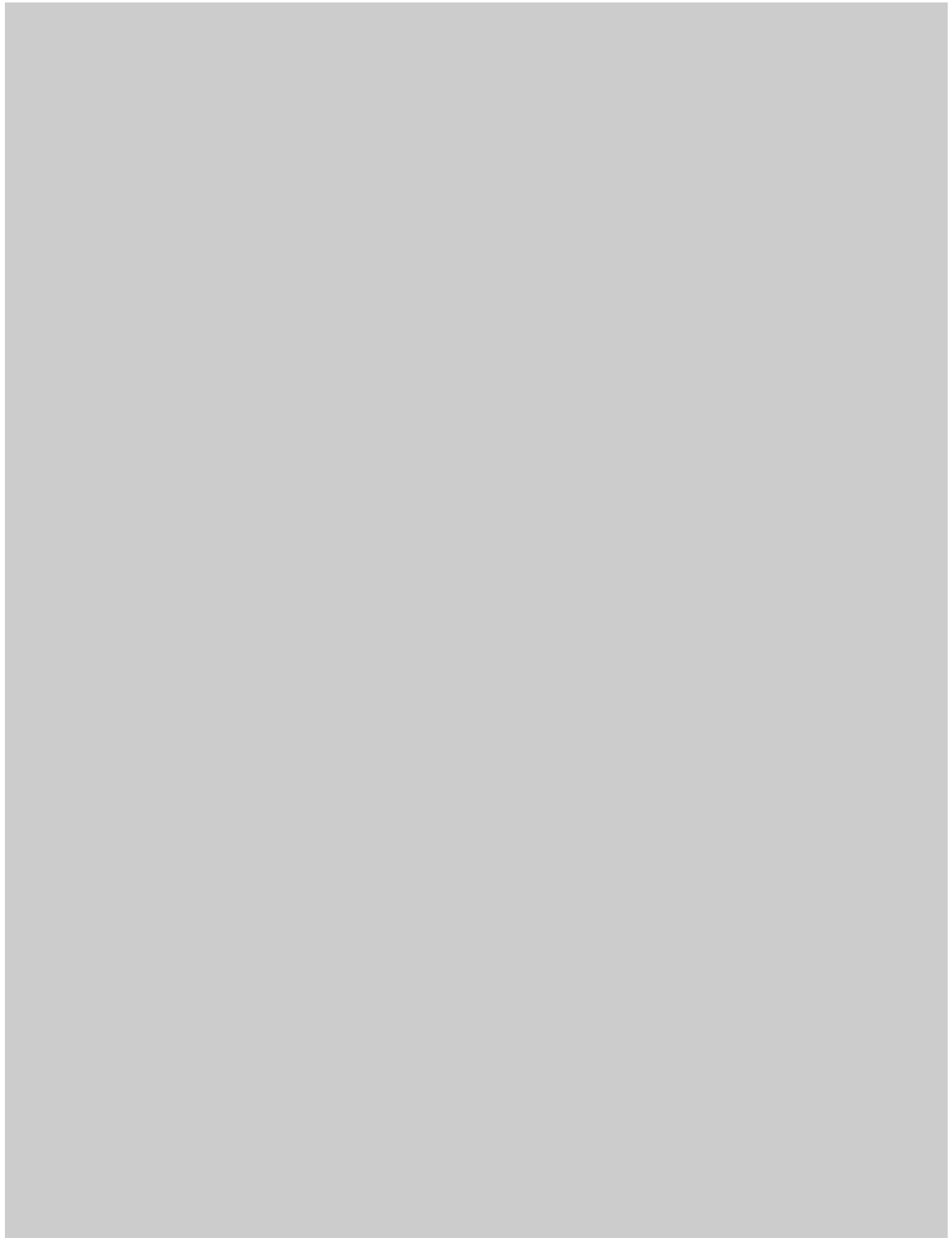


## **SECTION 3**

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## **READINGS ABOUT READING**

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## READINGS ABOUT READING

This section contains extended information about the topics covered in *Leading for Reading*. Although the resources have been grouped roughly by category, some, of course, address more than one category, and have been placed in more than one section. Others are simply placed in the category consistent with their primary focus, although their content may relate to other areas as well.

Recommended use of this section:

- Facilitator preparation before the *Leading for Reading* professional development sessions;
- Extending *Leading for Reading* professional development sessions through regularly scheduled article reviews and discussion by participants;
- Distribution by the coach as a resource for the school's reading leadership team; and
- Discussion focus between the coach and a teacher in need of subject-specific resources.

## Phonemic Awareness

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

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

Gillon, G. T. (2004). *Phonological awareness: From research to practice*. New York: Guilford.

Lieberman, I. Y., Shankweiler, D., & Liberman, A. M. (1989). The alphabetic principle and learning to read. In D. Shankweiler & I. Y. Liberman (Eds.), *Phonology and reading disability: Solving the reading puzzle* (pp. 1–33). Ann Arbor, MI: University of Michigan Press.

Torgesen, J. K. & Mathes, P. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. Austin, TX: PRO-ED.

## Phonics

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

Ehri, L. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) *Learning and teaching reading*. London, UK: British Journal of Educational Psychology Monograph Series II.

Henry, M. (2003). *Unlocking literacy: Effective decoding & spelling instruction*. Baltimore, MD: Paul Brookes.

Juel, C. & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly*, 35, 458–492.

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

Moats, L. C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12–24.

## Fluency

- Ehri, L. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) *Learning and teaching reading*. London, UK: British Journal of Educational Psychology Monograph Series II.
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58(8), 702–714.
- Kuhn, M. R. & Stahl, S. A. (2000). *Fluency: A review of developmental and remedial practices*. (CIERA Report #2-008.) Washington, DC: U.S. Department of Education. Retrieved February 2, 2006, from <http://www.ciera.org/library/reports/inquiry-2/2-008/2-008.pdf>
- Osborn, J. & Lehr, F. (2003). *A focus on fluency: Research-based practices in early reading series*. Honolulu, HI: Pacific Resources for Education and Learning.
- Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.
- Torgesen, J. K. & Hudson, R. (2006). Reading fluency: Critical issues for struggling readers. In S. J. Samuels and A. Farstrup (Eds.). *Reading fluency: The forgotten dimension of reading success*. Newark, DE: International Reading Association.
- Torgesen, J. K., Rashotte, C. A., & Alexander, A. (2001). Principles of fluency instruction in reading: Relationships with established empirical outcomes. In M. Wolf (Ed.), *Dyslexia, fluency, and the brain* (pp. 333–355). Parkton, MD: York Press.

## Vocabulary

- Baumann, J. & Kame'enui, E. (Eds.). (2004). *Vocabulary instruction: Research to practice*. New York: Guilford.
- Beck, I. L., McKeown, M. G. & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.
- Blachowicz, C. & Fisher, P. (2002). *Teaching vocabulary in all classrooms*. Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Block, C. C., Rodgers, L. L., & Johnson, R. B. (2004). *Comprehension process instructions: Creating reading success in grades K–3*. New York: Guilford.
- Diamond, L. & Gutlohn, L. (2006). *Vocabulary handbook*. Berkeley, CA: CORE.
- Hart, B. & Risley, T. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore, MD: Paul Brooks.
- Hiebert, E. H. & Kamil, M. L. (Eds.). (2005). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Lawrence Erlbaum.
- Nagy, W. (2002). *Teaching vocabulary to improve reading comprehension*, Newark, DE: International Reading Association.

Stahl, S. & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, DC: National Education Association.

Stahl, S. & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum.

## Comprehension

Beck, I., McKeown, M., Hamilton, R., & Kucan, L. (1998, Summer). Getting at the meaning. *American Educator*, 66–71.

Beck, I., McKeown, M., Hamilton, R., & Kucan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.

Block, C., Gambrell, L., & Pressley, M. (Eds.). (2002). *Improving comprehension instruction: Rethinking research, theory, and classroom practice*. San Francisco, CA: Jossey-Bass.

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

RAND. (2002). *Reading for understanding: Toward an R & D program in reading comprehension*. Retrieved February 16, 2006, from [http://www.rand.org/pubs/monograph\\_reports/2005/MR1465.pdf](http://www.rand.org/pubs/monograph_reports/2005/MR1465.pdf)

Stanovich, K. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-407.

## Principles of Effective Instruction and Intervention

Carnine, D. W., Silbert, J., Kame'enui, E. J., Tarver, S. G., & Jungjohann, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (1999). Grouping practices and reading outcomes for students with disabilities. *Exceptional Children*, 65, 399–415.

Foorman, B. (Ed.). (2003). *Preventing and remediating reading difficulties*. Baltimore, MD: York Press

Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37–55.

Hiebert, E. H. (1999). Text matters in learning to read. *The Reading Teacher*, 52, (6) 552–566.

Moats, L. C. (1998, Summer) Teaching decoding. *American Educator*, 42–51.

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

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2002, March). How should reading be taught? *Scientific American*, 85–91.

- Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.
- Snow, C., Burns, M., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Vaughn, S. R., Moody, S. W., & Shuman, J. S. (1998). Broken promises: Reading instruction in the resource room. *Exceptional Children*, 64, 211–225.
- Wharton-McDonald, R., Pressley, M., & Hampston, J. (1999). Literacy instruction in nine first grade classrooms: Teacher characteristics and student achievement. *The Elementary School Journal*, 99, 101–128.

### **Generally Good Information About Reading for Parents**

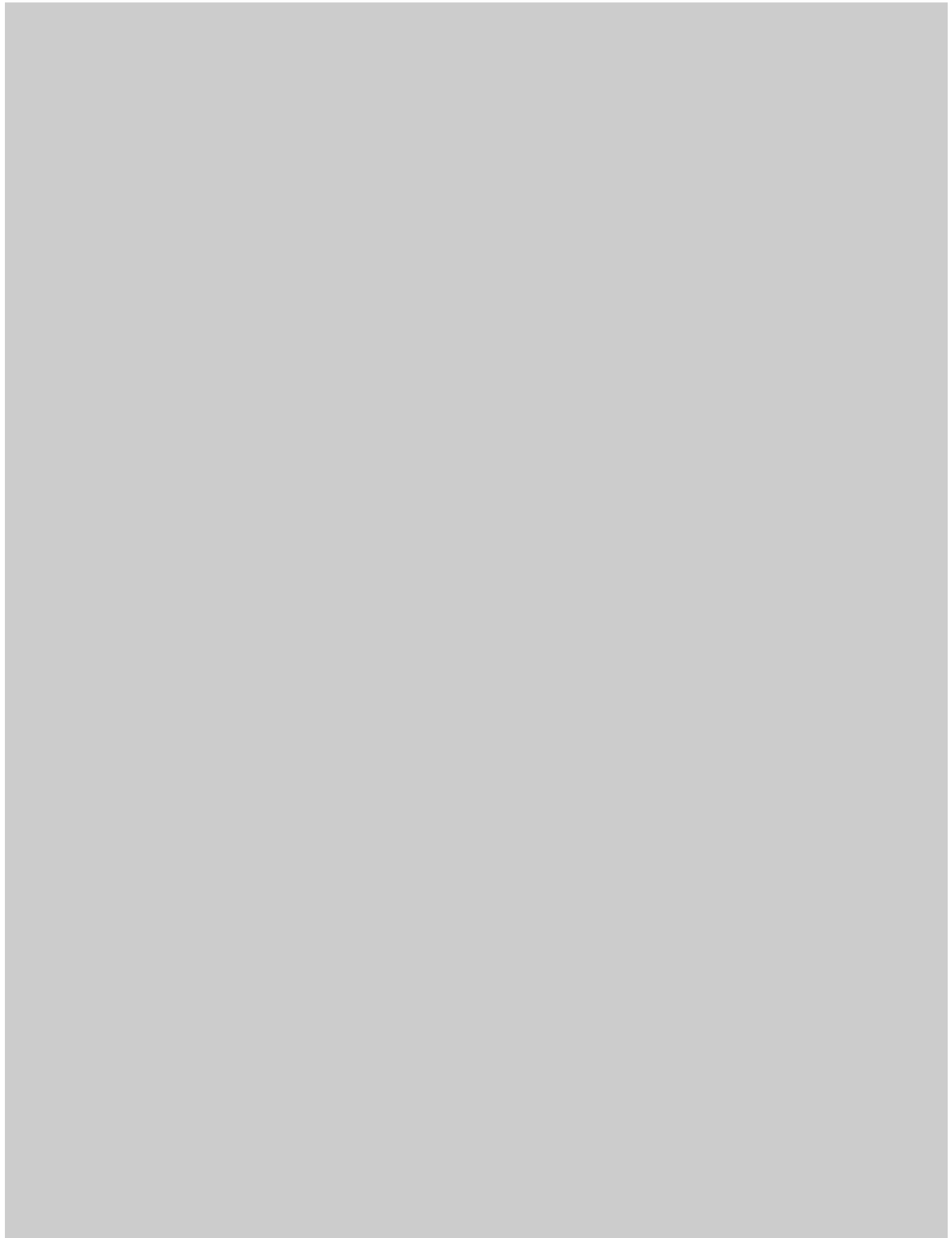
- Armbruster, B. B., Lehr, F., Osborn, J. (2000). *Put reading first: Helping your child learn to read: A parent guide: Preschool through grade 3*. Washington, DC: National Institute for Literacy.
- Hall, S. L. & Moats, L. C. (2002). *Parenting a struggling reader: A guide to diagnosing and finding help for your child's reading difficulties*. New York: Broadway Books.
- Hall, S. L. & Moats, L. C. (1999) *Straight talk about reading*. Chicago, IL: Contemporary Books.
- National Research Council. (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academies Press.
- Zimmermann, S. & Hutchings, C., (2003). *7 keys to comprehension: How to help your kids read it and get it!* New York: Three Rivers.

## SECTION 4

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## TEMPLATES

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## TEMPLATES

This section contains templates for the introduction, orientation, and evaluation of *Leading for Reading*. You should adapt them to meet your needs and those of the intended recipient. This section includes:

- Letters of Introduction to:
  - Educational Consortium;
  - District Professional Development Director or Reading Coordinator;
  - Participants; and
  - Principal.
- Agendas
- Sign-in Sheet
- Evaluation
- Certificate of Completion
- Follow-up Letters to:
  - Participants;
  - Educational Consortium; and
  - Superintendent

## ***Leading for Reading***

### **Letter of Introduction to Educational Consortium**

To:

From:

Date:

**Are the districts you serve requesting on-site professional development to meet their schools' specific needs? Are you considering the coaching model to individualize professional learning in reading?** If so, *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* should be a publication and professional development module of interest. Adapted by the Center on Instruction and **available to you absolutely free**, *Leading for Reading* combines the best information on reading development and coaching implementation into a multi-media module to enhance coaches' strengths in:

- Applying scientifically based reading research;
- Using scientifically based reading instruction;
- Driving instruction based on assessments of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Modeling techniques for improving reading instruction; and
- Implementing a site-specific plan to improve K–3 reading achievement.

This rich and effective resource includes an eight-chapter *Participant's Guide*, a PowerPoint slide presentation, video clips of classroom scenarios, and reflections on the reading process by principals, coaches, and teachers. Suggested delivery plans include a four- or five-day agenda, a weekly study group, or self-guided instruction.

You may preview the program by visiting [www.centeroninstruction.org](http://www.centeroninstruction.org) or allow me to offer a 15-minute orientation to *Leading for Reading* at your next board meeting. I look forward to scheduling the presentation at your earliest convenience.

Cc: Superintendents served by Consortium

## ***Leading for Reading***

### **Letter of Introduction to a District Professional Development Director or District Reading Coordinator**

To:

From:

Date:

**Do the schools you serve request on-site professional development to meet their schools' specific needs? Are you considering the coaching model to individualize professional learning in reading?** If so, *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* should be a publication and professional development module of interest. Adapted by the Center on Instruction and **available to you absolutely free**, *Leading for Reading* combines the best information on reading development and coaching implementation into a multi-media module to enhance coaches' strengths in:

- Applying scientifically based reading research;
- Using scientifically based reading instruction;
- Driving instruction based on assessments of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Modeling techniques for improving reading instruction; and
- Implementing a site-specific plan to improve K–3 reading achievement.

This rich and effective resource includes an eight-chapter *Participant's Guide*, a PowerPoint slide presentation, and video clips of classroom scenarios. Reflections from principals, coaches, and teachers on the reading process are also included. The suggested delivery plans include a four- or five-day agenda, a weekly study group, or self-guided instruction.

You may preview the program by visiting [www.centeroninstruction.org](http://www.centeroninstruction.org) or allow me to offer a 15-minute orientation to *Leading for Reading* at your next district staff meeting. I look forward to scheduling the presentation at your earliest convenience.

Cc: Superintendent

## ***Leading for Reading***

### **Letter of Introduction to Participants**

To:

From:

Date:

Congratulations! As a reading professional in your district, you have been approved to attend *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* professional development scheduled for [date to date]. The *Leading for Reading* model combines the best information on reading development and coaching implementation into a multi-media module to enhance your strengths in:

- Applying scientifically based reading research;
- Using scientifically based reading instruction;
- Driving instruction based on assessments of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Modeling techniques for improving reading instruction; and
- Implementing a site-specific plan to improve K–3 reading achievement.

The *Leading for Reading* sessions will be held at [location]. The building is located [give landmarks] which you can find on the attached map [Attachment 1]. Enter the front door [describe] and check in at the Registration Table located [state where].

At the Registration Table, you will receive a name badge, which you should wear each day while you are in the building. After receiving your badge, you will be directed to [state which room] which is located [give directions].

You will be required to sign in each day. A sign-in sheet will be distributed in the meeting room. The sessions will begin promptly at [time and time zone]. Lunch is scheduled for one hour. There will be a break each morning and afternoon. For your comfort, please bring a sweater or a jacket. Casual dress is fine.

A draft agenda is attached [Attachment 2]. Items needed to complete the program activities include a teacher's guide from your school's reading program, a list of teachers at your school, forms used for coaching at your school, K–3 student reading data, K–3 teacher professional development survey results, K–3 reading curriculum maps, the master schedule, a teacher's guide for an intervention program used at your school, school improvement plan, and the classroom walk-through form used in your school.

Please feel free to preview the *Leading for Reading* program by visiting [www.centeroninstruction.org](http://www.centeroninstruction.org) or contact me if you have any questions. I look forward to our time together.

Cc: Principal

District Professional Development Director

Attachments

## ***Leading for Reading***

### **Letter of Introduction to Principal**

To:

From:

Date:

Congratulations! As an instructional leader in your district, you and your reading coach have been approved to attend *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* professional development scheduled for [date to date]. The *Leading for Reading* model combines the best information on reading development and coaching implementation into a multi-media module to enhance your strengths in:

- Applying scientifically based reading research;
- Using scientifically based reading instruction;
- Driving instruction based on assessments of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Modeling techniques for improving reading instruction; and
- Implementing a site-specific plan to improve K–3 reading achievement.

The *Leading for Reading* sessions will be held at [location]. The building is located [give landmarks] which you can find on the attached map [Attachment 1]. Enter the front door [describe] and check in at the Registration Table located [state where].

At the Registration Table, you will receive a name badge, which you should wear each day while you are in the building. After receiving your badge, you will be directed to [state which room] which is located [give directions].

You will be required to sign in each day. A sign-in sheet will be distributed in the meeting room. The sessions will begin promptly at [time and time zone]. Lunch is scheduled for one hour. There will be a break each morning and afternoon. For your comfort, please bring a sweater or a jacket. Casual dress is fine.

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Please feel free to preview the *Leading for Reading* program by visiting [www.centeroninstruction.org](http://www.centeroninstruction.org) or contact me if you have any questions. I look forward to our time together.

Cc: Superintendent

Attachments

## ***Leading for Reading***

### **Agendas**

#### **Day One Agenda**

- 7:30 – 8:15 Registration and Materials Distribution
- 8:15 – 8:30 Welcome by Superintendent
- 8:30 – 11:45 *Leading for Reading*
- 11:45 – 12:45 Lunch
- 12:45 – 3:30 *Leading for Reading*

#### **Daily Agenda**

- 7:30 – 8:00 Sign-in
- 8:00 – 8:15 Welcome by District Administrator
- 8:15 – 11:45 *Leading for Reading*
- 11:45 – 12:45 Lunch
- 12:45 – 3:30 *Leading for Reading*

## Leading for Reading

### Sign-in Sheet

Date: \_\_\_\_\_

	Last Name, First Name	ID Number	District	School
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
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24	_____	_____	_____	_____

## Leading for Reading

### Evaluation

**Directions:** Please read each statement below and reflect on your professional development experience. Rate each statement on a scale of 1 to 4.

1—No Evidence                      2—Little Evidence                      3—Evidence Present                      4—Highly Evident

#### Planning of *Leading for Reading*

- 1 2 3 4    The content of *Leading for Reading* reflects a commitment to reading achievement for all students by providing me with research-based information on reading instruction.
- 1 2 3 4    The objectives of *Leading for Reading* align with my school's reading plan.
- 1 2 3 4    The sequence of topics in *Leading for Reading* aligns with teachers' instructional needs.

#### Delivery of *Leading for Reading*

- 1 2 3 4    The facilitator of *Leading for Reading* was highly qualified to conduct the sessions.
- 1 2 3 4    Sufficient time was built in to the *Leading for Reading* sessions to practice coaching skills.
- 1 2 3 4    *Leading for Reading* professional development was intense enough to ensure my mastery of skills.

#### Follow-up of *Leading for Reading*

- 1 2 3 4    The facilitator of *Leading for Reading* is available for follow-up assistance either face-to-face or through the Web.
- 1 2 3 4    *Leading for Reading* follow-up sessions include access to additional resources or experts.

**Comments/Suggestions:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

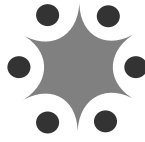
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CENTER ON  
INSTRUCTION

**LEADING FOR READING:  
AN INTRODUCTORY GUIDE FOR K-3 COACHES**  
*Certificate of Completion*

*Presented to*

*By*

*Date*

## ***Leading for Reading***

### **Follow-up Letter to Participants**

To:

From:

Date:

Thank you so much for participating in the *Leading for Reading* professional development. In our effort to continue improving the program, please take a few minutes to answer the following questions. You are welcome to send this back by mail or you may email your responses to [note email address]. Your input will be most helpful in planning areas of emphasis in the future. Again, I appreciate your time and effort in offering all students the best education possible. If I can be of further assistance, please don't hesitate to contact me.

1. What changes have occurred in classroom instruction as a result of implementing coaching skills reinforced by the *Leading for Reading* professional development?
2. What changes have occurred in student performance as a result of implementing coaching skills reinforced by the *Leading for Reading* professional development?

## ***Leading for Reading***

### **Follow-up Letter to the Educational Consortium**

To:

From:

Date:

Thank you so much for the opportunity to address the Board of Directors of your consortium on [date]. I am hopeful that the overview of *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* confirmed the benefits of the coaching model in improving classroom reading instruction, and ultimately, student outcomes, in reading. Your input was most helpful in planning areas of emphasis when this professional development module is offered in your service area. Those areas include:

[list here areas board members addressed as their concerns about reading]

Again, I appreciate your time and effort in offering all students the best education possible. If I can be of further assistance, please do not hesitate to call.

cc: Superintendents served by Consortium

## ***Leading for Reading***

### **Follow-up Letter to the Superintendent**

To:

From:

Date:

Thank you so much for the opportunity to address the administrators in your district on [date]. I am hopeful that the overview of *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* confirmed the benefits of the coaching model in improving classroom reading instruction, and ultimately, student outcomes, in reading. Your input was most helpful in planning areas of emphasis when this professional development module is offered in your district. These areas include:

[list areas principals addressed as their concerns with reading instruction]

Again, I appreciate your time and effort in offering all students the best education possible. If I can be of further assistance, please do not hesitate to call.

cc: Principals and District Office Administrators