

## **Key Professional Books to Accompany the Literacy Roadmap**

### **General**

- Cary, S. (2000). *Working with second language learners*. Portsmouth, NH: Heinemann.
- Cunningham, P. and Allington, R. (1999). *Classrooms that work*. New York: Longman.
- Fountas, I. and Pinnell, G. S. (1997). *Guided Reading*. Portsmouth, NH: Heinemann.
- \_\_\_\_\_. (2001). *Guiding readers and writers: Grades 3-6*. Portsmouth, NH: Heinemann.
- Marzano, R., Pickering, D., and Pollock, J. (2001). *Classroom instruction that works*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Marzano, R. (2003). *What works in schools*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Morris, D. and Slavin, R. (2003). *Every child reading*. Boston, MA: Allyn and Bacon.
- Taylor, B. and Pearson, P. D. (Eds.), (2002). *Teaching reading: Effective schools, accomplished teachers*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

### **Intervention**

- Allington, R. (2001) *What really matters for struggling readers: Designing research based programs*. New York: Longman Publishers.
- Johnston, F., Invernizzi, M., and Juel, C. (1998). *Guidelines for volunteer tutors of emergent and early readers*. New York: Guilford Press.
- Morris, D. (2005). *The Howard street tutoring manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.
- Olcott-Chandler, K. and Hinchman, K. (2005). *Tutoring adolescent literacy learners: A guide for volunteers*. New York: Guilford Press.
- Santa, C. (1998). *Early steps learning from a reader*. Kalispell, MT: Scott Publishing Co.

### **Phonemic Awareness**

- Fitzpatrick, J. (1997). *Phonemic awareness: Playing with sounds to strengthen beginning reading skills*. Cypress, CA: Creative Teaching Press, Inc.
- Illinois State Board of Education. (2003). *Reading first academy kindergarten through second grade modules: Phonemic Awareness*. Springfield, IL: Illinois State Board of Education.

### **Phonics/Word Study**

- Bear, D., Invernizzi, M., Tempelton, S. and Johnston, F. (2004). *Words their way*. Upper Saddle River, NJ: Pearson.
- Cunningham, P. (1997). *Making more big words*. Torrance, CA: Good Apple.
- Cunningham, P. (2000). *Phonics they use*. New York: Longman.
- Illinois State Board of Education. (2003). *Reading first academy kindergarten through second grade modules: Phonics*. Springfield, IL: Illinois State Board of Education.

- Illinois State Board of Education. (2004). *Reading first academy third grade modules: Word Study*. Springfield, IL: Illinois State Board of Education.
- Pinnell, Gay Su and Fountas, I. (1998). *Words matter: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.
- Rasinski, T. and Padak, Nancy. (2001). *From phonics to fluency*. New York: Longman Publishing.

### **Vocabulary**

- Allan, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. Portland, ME: Stenhouse.
- Beck, I., McKeown, M., and Kucan, L. (2002). *Bring words to life: Robust vocabulary instruction*. New York: Guilford Press.
- Illinois State Board of Education. (2003). *Reading first academy kindergarten through second grade modules: Vocabulary*. Springfield, IL: Illinois State Board of Education.
- Illinois State Board of Education. (2004). *Reading first academy: third grade modules: Vocabulary*. Springfield, IL: Illinois State Board of Education.
- Marzano, R. (2004). *Building background knowledge for academic achievement: research on what works in schools*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Tompkins, G. and Blanchfield, C. (2004). *Teaching vocabulary: 50 creative strategies grades K-12*. Upper Saddle River, NJ: Pearson Education Inc.

### **Fluency**

- Illinois State Board of Education. (2003). *Reading first academy kindergarten through second grade modules: Fluency*. Springfield, IL: Illinois State Board of Education.
- Illinois State Board of Education. (2004). *Reading first academy third grade modules: fluency*. Springfield, IL: Illinois State Board of Education.
- Johns, J. and Berglund, R. (2005). *Fluency, strategies and assessments*. Dubuque, IA: Kendall/Hunt Publishing Company.
- Opitz, M. and Rasinski, T. (1998). *Good-bye round robin: 25 effective oral reading strategies*. Portsmouth, NH: Heinemann.
- Rasinski, T. (2003). *The fluent reader*. New York: Scholastic.

### **Comprehension**

- Allan, J. (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse.
- Billymeyer, R. and Barton, M. (2002). *Teaching reading in the content areas: If not me, then who?* Aurora, CO: Mid-continent Research for Education and Learning.
- Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8*. Portland, ME: Stenhouse Publisher.
- Hoyt, L. (2002). *Make it real: Strategies for success with informational texts*. Portsmouth, NH: Heinemann.
- Illinois State Board of Education. (2003). *Reading first academy kindergarten through second grade modules: Comprehension*. Springfield, IL: Illinois State Board of Education.

- Illinois State Board of Education. (2004). *Reading first academy: third grade modules: Comprehension*. Springfield, IL: Illinois State Board of Education.
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse Publisher.
- McEwan, E. (2004). *7 strategies of highly effective readers: using cognitive research to boost k-8 achievement*. Thousand Oaks, CA: Corwin Press.
- Oczkus, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.
- Santa, C., Havens, L., and Maycumber, E. (1999). *Project CRISS: Creating independence through student-owned strategies*. Dubuque, IA: Kendal/Hunt Publishing Company.
- Serafini, F. (2004). *Lessons in comprehension: Explicit instruction in the reading workshop*. Portsmouth, NH: Heinemann.
- Snead, T. (2002). *Is that a fact? Teaching nonfiction writing K-3*. Portland, ME: Stenhouse.
- Tovani, C. (2004). *Do I really have to teach reading? Content comprehension grades 6-12*. Portland, ME: Stenhouse Publisher.