Library Collection
Regional Special Education Technical Assistance Center

resounding (rē-zō̅nd-īng) adj. producing a sound that is pronounced or resounding.
—resounding-ly adv.
resounding-ness n.
re-source (rē’sōrс̆) n. 1. Something the library is a valuable drawn upon when a difficult or tough means of coping total means including supplements. In particular, a source of libraries.
Click on **Library** in the top ribbon of our web page to access **Media Source** to book your requests. Resource files include Media Source directions, as well as our catalog, both complete and subject specific versions.

**Tip:** A click on our name (RSE-TASC @ Orleans/Niagara BOCES) will always take you back to our home page!
# TABLE OF CONTENTS

Loan Procedures ....................................................................................... i

About the Catalog ...................................................................................... ii

For the Educator

- Differentiation ......................................................................................... 1
- Disability Awareness .............................................................................. 5
- Paraprofessionals .................................................................................. 6
- Teaching Strategies ................................................................................ 7
- Alphabetical Title List .......................................................................... 35

For the Classroom

- Diagnostic Assessments and Informal Inventories ............................. 1
- Disability Awareness ............................................................................ 3
- Language Arts ....................................................................................... 5
- Reading .................................................................................................. 6
- Reading – Audio Books ......................................................................... 8
- Alphabetical Title List .......................................................................... 11
LOAN PROCEDURES

Any school personnel in Orleans or Niagara Counties may borrow materials. You may visit us at the Conference Center, call 716.731.6800, ext. 3752, e-mail Sally Scheffler (sscheffler@onboces.org), or order online through Web Source (chose the Library/Media Source Quick Link on the left hand side of our home page www.onsetasc.org).

If your district does not buy into BOCES Media Services, no problem! All districts can borrow from the RSE-TASC, as well as School Library System (SLS), collections. Your item(s) can be readied for pick-up by your district courier at either our Conference Center or Orleans Center.

is our USER FRIENDLY online catalog for ordering. Go to BOCES Media Services Catalog Directions and Video Tutorials webpage for ‘how to’ information. https://ny02216875.schoolwires.net/Page/559

• **LIBRARY HOURS:** 8:00 a.m.-4:00 p.m.
  - Monday-Friday
  - September through June

• **CUSTOMIZED SEARCHES**
  Having difficulty finding exactly what you need? Just contact the RSE-TASC assistant. A search of our database can be done and a printable pdf report sent to you.

• **LOAN PERIOD** (Extended loan periods are available.)
  - DVDs and professional reference books – 2 weeks
  - classroom materials – 3 weeks

  If you wish to keep an item for an extended period, contact the RSE-TASC assistant.

• **RETURNING MATERIALS**

  **PLEASE** check kits or packages of items to see that they are complete before returning. If parts are missing or damaged, note it so we can attempt to replace it or remove it from the collection. Return materials in an envelope, bag, or box addressed to:

  **RSE-TASC, O/N BOCES Conference Center**
Below is a key and sample annotation with explanations to help you in ordering.

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>2 (Catalog Number)</th>
<th>3 Author</th>
<th>4 Type of Media</th>
<th>5 Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Across Five Aprils</td>
<td>(R0529)</td>
<td>Hunt, Irene</td>
<td>BK/7 CD/TG</td>
<td>M,S</td>
</tr>
</tbody>
</table>

Recorded at a slower than usual pace to make following along with the text easier. This is a story of Jethro Creighton—a nine year old boy who comes of age across the five Aprils of the Civil War. This is also a novel of a mother sending her children off to war, of a wife raising two children on her own, of a young woman facing the prospect of losing the man she loves. In a chapter-by-chapter format, the study guide provides a synopsis, background information, bibliography of related books, answer key, and reproducible pages of pre and post-reading activities that include Cloze, cross-curricula, and writing activities, comprehension questions, graphic organizers, and literary and vocabulary skills. RL 7.0 IL 6-10 (420:00)

### TYPE OF MEDIA

- **BK** book
- **CD** compact disk
- **DVD** digital video disc
- **KT** kit (varied components)
- **G** game
- **MM** manipulative materials
- **TG** teacher's guide
- **WB** workbook

### LEVEL

- **P** preschool (age 3-4)
- **E** grades K-3 (age 5-8)
- **I** grades 4-5 (age 9-10)
- **M** grades 6-8 (age 11-13)
- **S** senior high (age 14-18)
- **A** adult
**Differentiation**

**Applied Differentiation: Making It Work in the Classroom - Elementary Edition (IT0586)**
Gregory, Gayle, Strickland, Cindy, Kuzmich, Lin, et al. 3 DVD/3 CD/TG

Exemplary teachers share how to establish a culture and climate that supports an environment of differentiation, how to establish a supportive culture and climate, what the various options are for identifying student's needs, learning profiles, interests, and readiness, and designing lessons to maximize learning for each student. Program 1: Knowing the Learner (64:39), Program 2: How to Differentiate (77:26), Program 3: Leadership and Implementation (40:61).

**Applied Differentiation: Making It Work in the Classroom - Secondary Edition (IT0587)**
Gregory, Gayle, Strickland, Cindy, Kuzmich, Lin, et al. 3 DVD/3 CD/TG

Exemplary teachers share how to establish a culture and climate that supports an environment of differentiation, how to establish a supportive culture and climate, what the various options are for identifying student's needs, learning profiles, interests, and readiness, and designing lessons to maximize learning for each student. Program 1: Knowing the Learner (45:40), Program 2: How to Differentiate (1:03:56), Program 3: Leadership and Implementation (40:11).

**Assistive Technology: A Way to Differentiate Instruction for Students with Disabilities (IT0617) DVD**
Dr. Brian Friedlander visits in schools with teachers and students, selects appropriate solutions to their special learning challenges, and oversees their progress. Observe the use of AT devices designed for students with disabilities in the areas of Auditory Processing/Language, Graphomotor/Writing, and Reading. (43:00)

**At Work in the Differentiated Classroom (IT0464)**
Tomlinson, Carol Ann 3 DVD/TG E,I,M,S

Disk 1: Planning Curriculum and Instruction--gets teachers started in thinking about essential understandings of their curriculum and their students' existing skills and readiness levels. (45:00) Disk 2: Managing the Classroom--helps teachers visualize how a differentiated classroom works and understand how to handle multiple tasks and activities. (30:00) Disk 3: Teaching for Learner Success--explains how teachers become adept at handling the multiple roles and move with ease from one to the other, whether lecturing to the whole class, providing assistance to individual students, or teaching in small groups. (27:00)

**Common Sense of Differentiation, The: Meeting Specific Learner Needs in the Regular Classroom (IT0613)**
Tomlinson, Carol Ann DVD/TG E,I,M,S

Take teachers inside elementary, middle, and high school classes to show how a differentiated approach helps teachers identify the diverse learning needs of their students, understand learner needs that impact students' achievement of learning goals, adapt instructional plans to maximize success for each learner, and create classroom routines that support differentiation. Program 1: Discovering Learner Needs, Program 2: Techniques for Adjusting Instruction, Program 3: Classroom Routines (35:00-45:00 ea.)

**Designing Personalized Learning for Every Student (PR1111)**
Ferguson, Dianne et al. BK

By taking what works for students with learning disabilities and behavior problems and applying it to the full spectrum of student differences, the authors provide a proven way to create a flexible, creative learning community that gives students more opportunities to succeed. Teaching strategies, curriculum plans, and assessment approaches are included for teachers in every grade and subject.

**Differentiated Approach to the Common Core, A: How do I help a broad range of learners succeed with challenging curriculum? (PR1221)**
Tomlinson, Carol Ann, and Marcia Imbue BK

Includes a step-by-step process to create and deliver differentiated lessons based on Common Core standards, ideas for making rich curriculum accessible to learners with varied readiness levels, interests, and learning profiles, and examples of standard-based differentiation across grade levels and content areas.

**Differentiated Classroom, The: Responding to the Needs of all Learners (PR0855)**
Tomlinson, Carol Ann BK

The author looks to research on learning, education, and change for the theoretical basis of differentiated instruction and why it's so important to today's children. Includes real-life examples of teachers and students using, and benefiting from, differentiated instruction.

**Differentiating Instruction (IT0224)**
Tomlinson, Carol Ann 2 DVD/TG

Explain why the diversity of today's students demands a differentiated approach to education. Offer teachers practical tips for how they can meet the needs of all their students while maintaining high expectations for learning and show how differentiating
instruction challenges students at various readiness levels with lessons that are interesting, active, and rigorous. Classroom scenes show how to differentiate instruction by content, activities, and products. Numerous strategies can be used right away to modify learning experiences, group students, and provide multiple learning paths. DVDs: Creating Multiple Paths for Learning, Instructional and Management Strategies (45:00 ea.)

**Differentiating Instruction for Mixed-Ability Classrooms: An ASCD Professional Inquiry Kit** (IT0241) Tomlinson, Carol Ann DVD/CH

Video clips, learning activities, readings, and other resources help you adapt curriculum and instruction to students’ interests and learning profiles, provide more opportunities to think about effective ways to differentiate curriculum content, student products, and learning activities, and create a differentiated unit that apply the principles to real instructional tasks. 8 folders/DVD (19:09)

**Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators** (PR1132) Bender, William N. BK

Provides ideas and examples to stress brain-compatible teaching guidelines for varied instruction, create practical, flexible lessons by varied instructional tactics, including webbing, cubing, scaffolding instruction, metacognitive tactics, and other strategies, foster the attention of diverse learners via self-monitoring, self-management, and responsibility strategies, institute various peer tutoring systems, implement performance assessment and portfolios to diversify evaluation, and enhance social skills through group projects, role-playing, and sharing tutoring responsibilities.


This updated guide offers specific strategies for differentiating instruction within an RtI framework and in the context of the Common Core State Standards, strategies for using technology to instruct and assess students with learning disabilities, teaching tips and concrete examples of brain-friendly instruction, guidance on a range of supportive instructional techniques, strategies based on the latest research in metacognition, techniques such as using Khan Academy, flipped classes, and wikis to enhance learning in general and special education settings.

**Differentiating Instruction with Menus: Math, Grades 3-5, 2nd Ed.** (PR1234) Westphal, Laurie BK

Contains reproducible menus. Topics addressed include whole numbers and operations, fractions, probability and statistics, geometry, measurement, and problem solving.

**Differentiating Instruction with Menus: Math, Grades 6-8** (PR1235) Westphal, Laurie BK

Contains reproducible menus. Topics addressed include numbers and operations, geometry, measurement, and basic algebra.

**Differentiating Instruction with Menus: Math, Grades K-2** (PR1233) Westphal, Laurie BK

Contains reproducible menus, based on the levels of Bloom’s revised taxonomy, that students can use as a guide when making decisions about which products they will develop after they study a major concept or unit. Topics addressed include numbers and number sense, operations, geometry, and measurement. The products included on the menu are carefully selected from various learning styles to build students’ excitement and so that teachers can more accurately assess the depth of what has been learned.

**Differentiating Instruction: Planning for Universal Design and Teaching for College and Career Readiness, 2nd Ed.** (PR1232) Thousand, Ph.D., Jacqueline, et al. BK

Key features: differentiation meets co-teaching—describes and compares the four approaches to co-teaching (supportive, parallel, complementary, and team teaching), discusses “retrofitting” as well as the more ideal “universal design” approach to differentiating instruction, strategies for effectively addressing cultural, economic, and linguistic diversity, numerous methods of determining individual learner needs and preferences, tips and processes allowing teachers to efficiently collaborate in planning for differentiated curriculum, instruction, and assessment, helpful profiles and vignettes, and includes Frequently Asked Questions section, plus sample lesson planning forms.

**Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 5-9** (PR1152) Tomlinson, Carol Ann, and Caroline Cunningham Eidson BK

Included are annotated lesson plans for units in social studies, language arts, science, mathematics, and world/foreign language, samples of worksheets, product assignments, rubrics, and homework handouts.

**Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson** (PR1213) Hollingsworth, John and Silvia Ybarra BK

The authors combine educational theory, brain research, and data analysis to present a step-by-step guide for implementing the EDI method in diverse classrooms. Components of EDI include: checking for understanding,
setting lesson objectives, activating prior knowledge, developing students' skills by explaining, modeling, and demonstrating, presenting content, using guided practice.

**Fair Isn’t Always Equal: Assessing and Grading in the Differentiated Classroom** (PR1230)  
Wormeli, Rick  
BK

Covers concepts ranging from rationale for differentiating assessment and grading to understanding mastery as well as the details of grading and assessment, such as: whether to incorporate effort, attendance, and behavior into academic grades; whether to grade homework; setting up grade books and report cards to reflect differentiated practices; principles of successful assessment; how to create useful and fair test questions, including how to grade such prompts efficiently; and whether to allow students to re-do assessments for full credit.

**Golden Principles of Explicit Instruction** (IT0661)  
Archer, Anita  
DVD

Archer covers everything about explicit instruction, from classroom management to design and delivery. Use 4:00-7:00 segments for quick inservice opportunities.

**How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition** (PR0810)  
Tomlinson, Carol Ann  
BK

Explore proven ideas for how to match instructional approaches to readiness, interests, and talents of all students.

**How to Use Differentiated Instruction With Students With Developmental Disabilities in the General Education Classroom** (PR1165)  
Gartin, Barbara et al.  
BK

The authors provide frameworks and examples for planning learning environments, content, process, and products that enable these students to succeed with meaningful curriculum.

Decision-making guidelines are offered for teachers who must work with standardized curriculum and non-standardized students.

**I Can Learn! Strategies and Activities for Gray-Area Children** (PR0997)  
Goodman, Gretchen  
BK

Gray-area children are the slow learners, at-risk students, or the "tweens" that qualify for no special education services. Without accommodations made for their particular learning needs, they are in danger of falling between the cracks in the regular classroom. Includes ideas for adapting math, reading, writing, handwriting, and spelling activities to fit students' diverse learning needs. Behavior management strategies and general classroom adaptations are also provided.

**Instructional Strategies for the Differentiated Classroom Facilitators Guide: Tape 1-4** (IT0584)  
BK

**Instructional Strategies for the Differentiated Classroom Facilitators Guide: Tape 5-7** (IT0585)  
BK

**Instructional Strategies for the Differentiated Classroom Tape 1: Assignments** (IT0577)  
DVD  
E,I,M,S

Shows how to respond to students' varied readiness levels by offering tasks at different levels of difficulty so all students are appropriately challenged and supported. Scenes from elementary, middle, and high school classes demonstrate how and why the strategies are used. (35:00)

**Instructional Strategies for the Differentiated Classroom Tape 2: RAFT Assignments** (IT0581)  
DVD  
E,I,M,S

Shows how offering different writing assignments designed for students' varied readiness levels and interests helps students to focus on writing and reasoning while coming to understand ideas essential to a topic. Scenes from elementary, middle, and high school classes demonstrate how and why the strategies are used. (39:00)

**Instructional Strategies for the Differentiated Classroom Tape 3: Tiered Assignments** (IT0579)  
DVD  
E,I,M,S

Shows how to respond to students' varied readiness levels by offering tasks at different levels of difficulty so all students are appropriately challenged and supported. Scenes from elementary, middle, and high school classes demonstrate how and why the strategies are used. (35:00)

**Instructional Strategies for the Differentiated Classroom Tape 4: Complex Instruction** (IT0580)  
DVD  
E,I,M,S

Explains how to engage groups of students working collaboratively on a challenging, real-world task that demands the unique intellectual strengths and talents of each student for the group to succeed. Scenes from elementary, middle, and high school classes demonstrate how and why the strategies are used. (43:00)

**Instructional Strategies for the Differentiated Classroom Tape 5: RAFT Centers** (IT0582)  
DVD  
E,I,M,S

Demonstrates how to address students' different needs by offering multiple tasks, addressing learning standards at varied levels of difficulty,
and designing learning activities around students’ varied interests. Scenes from elementary, middle, and high school classes demonstrate how and why the strategies are used. (35:00)

**Instructional Strategies for the Differentiated Classroom Tape 7: WebQuests** (IT0583)
DVD  E,I,M,S
Models how to guide students on an inquiry-based activity where they investigate resources on the Internet and produce a product. Scenes from elementary, middle, and high school classes demonstrate how and why the strategies are used. (37:00)

**Leadership for Differentiating Schools and Classrooms** (PR1070)
Tomlinson, Carol Ann, and Susan Demirsky Allan  BK
Explains the fundamental principles that support differentiation and guides the reader through the process of moving schools and districts toward differentiated classrooms. Explores policies, leadership practices, staff development approaches, and communication strategies.

**Leading and Managing a Differentiated Classroom** (PR1208)
Tomlinson, Carol Ann and Marcia Imbeau  BK
Using authentic and tested examples from all grade levels and subjects, the authors explain how to set up and orchestrate a classroom in which students work as a whole group, as small groups, and as individuals, what teachers in successfully differentiated classrooms must create, monitor, and modify in order to support the best possible learning outcome for each student, how to proactively plan instruction to address student differences in readiness, interest, and learning profile, and how to move differentiation from an abstract idea in a professional development session to a fundamental way of life in the classroom.

**Lesson Plan Book for the Diverse Classroom: Planning for Accessibility through Universal Design for Learning (UDL), Elementary Edition** (PR1175)
Dean, Stacy Pellechia  BK
The book helps teachers plan lessons that rely upon scientifically based instruction to meet curriculum standards. Includes strategies for making instruction accessible to diverse populations (general education, special education, mixed ability, at-risk, ESL/ELL, etc.), such as incorporating assistive technology that improves the functional abilities of students with disabilities.

**Modifying Schoolwork** (PR0932)
Janney, Rachel, and Martha E. Snell  BK
Reference of proven strategies, models, and examples shows ways to adapt a classroom in order to provide the individualized attention your students need for success. For use with broad range of disabilities, from learning to severe developmental disabilities.

**Professional Development For Differentiating Instruction: An ASCD Action Tool** (IT0659)
Strickland, Cindy  BK
Use these tools to establish a learning environment that is welcoming to educators at all levels of experience and expertise, plan staff development activities that model differentiated instruction, group teachers flexibly for their learning experiences, increase your colleagues’ capacity to use differentiated practices, and use ongoing assessment to guide your staff development.

**Strategies for Differentiating Instruction: Best Practices for the Classroom, 3rd Ed.** (PR1236)
Roberts, Julia and Tracy Inman  BK
Includes strategies for Common Core State Standards alignment plus new Developing and Assessing Products (DAP) tools for a variety of products. Designed specifically for teachers who are new to differentiated instruction, this book offers sound, practical advice for preassessing students, implementing differentiation strategies, and managing and assessing student learning.

**Teach Me Different! Successful Strategies for Teaching Children Who Learn Differently** (IT0527)
Smith, Sally 2 DVD  P-S
Disk 1: Abilities and Disabilities takes you inside the brain revealing the overwhelming confusion, frustration, and sense of inadequacy students struggle with every day; and Visual Concrete Teaching explores the diagnostic and prescriptive steps necessary for engaging immature, passive, and concrete thinkers in experiential learning (1:50:00). Disk 2: Prizing Diversity models how the arts and multisensory projects can be used to teach every academic subject and to help all children discover and strengthen their unique abilities; and in Problem Solving and Self-Advocacy stories and simulations are employed to demonstrate ways to prepare the learning disabled to stride into the future with the academic skills, good values, self-advocacy capabilities, and self-confidence that leads to fulfillment and happiness. (1:57:00)

**Visit to a Differentiated Classroom, A** (IT0497)
DVD  E,I
Experience major segments of a day in this teacher’s 3rd/4th grade multiage classroom to understand how a differentiated classroom works. Classroom sequences, including the whole-class morning message meeting, language arts center time, a small-group portfolio session, a social studies lesson, and end-of-day activities, reveal many ways that teachers in every grade level can create and manage an active and involved learning environment where instructional decisions are based on students’ varied needs and interests. (60:00)
<table>
<thead>
<tr>
<th><strong>Disability Awareness – for the teacher</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asperger Syndrome (PR1078)</strong> Klin, Ami, et al. BK</td>
</tr>
<tr>
<td>Preeminent scholars and practitioners sift through the latest developments in theory and research, discussing key diagnostic and conceptual issues and reviewing what is known about behavioral features and neurobiology. The book examines the effects on an individual’s social, communication, and behavioral development, and identifies the challenges that these individuals face at home, in school and the workplace, and in other settings.</td>
</tr>
<tr>
<td><strong>Asperger Syndrome: Living Outside the Bell Curve (IT0499)</strong> DVD</td>
</tr>
<tr>
<td>Looks at Asperger students in general and focuses in on 12-year-old Andrew. Dr. Tina Iyama, M.D., University of Wisconsin Children’s Hospital, explains the causes of, symptoms of, and strategies for coping with Asperger Syndrome. Andrew shows that with appropriate supports it is possible to flourish outside the accepted social and educational bell curve. (17:30)</td>
</tr>
<tr>
<td><strong>Demystifying Dyslexia (IT0627)</strong> DVD</td>
</tr>
<tr>
<td>Hosted by Bruce Jenner, Olympic champion, who is dyslexic, the program focuses on personal stories, educational best practices, and the latest scientific research. Through its exploration of innovative programs such as The Gow School outside Buffalo, New York, Edgewood Elementary in Baltimore, Maryland, Georgetown University, and Jacksonville, Florida to see how a community collaborates to identify dyslexia in its youngest students, and adults successfully living with dyslexia share personal stories. (58:00)</td>
</tr>
<tr>
<td><strong>How Difficult Can This Be? A Learning Disabilities Workshop (F.A.T. CITY) (IT0111)</strong> LaVoie, Rick CD/TG</td>
</tr>
<tr>
<td>Simulations allow viewers to share the frustrations, anxieties, and tensions that children with learning disabilities face in their daily lives. (70:00)</td>
</tr>
<tr>
<td><strong>Navigating the World of Autism: Adults with Autism Spectrum Disorders (IT0609)</strong> CD/TG</td>
</tr>
<tr>
<td>Explores the spectrum and illustrates how autism is different from other developmental disabilities. The video will also provide strategies for teachers and aides to work more effectively with individuals with autism on a day to day basis. (53:00)</td>
</tr>
<tr>
<td><strong>Out-of-Sync Child, The: Recognizing and Coping with Sensory Processing Disorder (IT0618)</strong> Kranowitz, Carol Stock DVD</td>
</tr>
<tr>
<td>Explains how Sensory Processing Disorder affects children’s learning and behavior. Includes practical advice and insights of interest to parents, educators, social workers, and others. (85:00)</td>
</tr>
<tr>
<td><strong>View from Here, The: My Life with Autism (IT0619)</strong> 2 DVD</td>
</tr>
<tr>
<td>Co-developed by and featuring Taylor Crowe, a young man in his twenties, who by 4 years old was showing significant signs of autism and had lost most of the language and communication skills he had developed previously. Taylor shares some of his family videos and we watch as he transforms into the person he is today. Interviews with Taylor’s speech therapist and his father add depth, while the most powerful moments of the DVD are those of Taylor himself speaking about his life and his autism. (34:55) The second DVD features Taylor’s remarks to the Texas State Conference on Autism, September 8, 2006. (44:37)</td>
</tr>
<tr>
<td><strong>Touching Tree, The (IT0572)</strong> CD</td>
</tr>
<tr>
<td>A dramatic presentation of the life of a child suffering with OCD (Obsessive-Compulsive Disorder), this video sensitizes non-suffers and promote a better understanding of the disease from both a clinical and personal perspective. Terry, a young boy, is trapped in an endless cycle of repetitive behavior and is powerless to stop. He is ridiculed by those that do not understand the disease. With the help of a sympathetic teacher and therapist, the child learns to work through his disorder as the viewers come to understand the nature of OCD. (38:00)</td>
</tr>
</tbody>
</table>
Paraprofessionals

How to be a Para Pro: A Comprehensive Training Manual For Paraprofessionals (PR1122)
Twachtman-Cullen, Diane  BK
A resource and core reference for all educational staff working with students within the autism spectrum includes examples, anecdotes, and practical strategies, reproducible data and record keeping forms, a blueprint for adjusting caregiver support, "how to" vignettes for problem situations, and take home messages. Professional staff can also use the manual as a means of supervision; a tool by which teachers can train, oversee, and generally guide paraprofessional staff in the performance of their duties.

Inclusion: An Essential Guide for the Paraprofessional (PR0949)
Hammeken, Peggy A.  BK
Includes an introduction to inclusive education, handicapping conditions, due process, and the role of the paraprofessional. Explains communication, collaboration, confidentiality, and types of modifications.

Magic of Motivation, The: Strategies for Paraeducators (PR1201)
Gubiotti, Jan, and Beth Sugg  BK
This handbook presents strategies and best practices and serves as a valuable resource for paraprofessionals. Topics include how to establish personal, academic and social connections. Review games are described in this comprehensive collection of strategies for nurturing motivation in students.

Paraeducator Handbook: The Essential Guide (PR1202)
Gubiotti, Jan, Robin Kotok, and Beth Sugg  BK
The handbook covers: roles and responsibilities, confidentiality and ethics, interpersonal communication, questions to ask the supervising teacher, instructional strategies, behavior management, terms and abbreviations, and Special Education process.

Paraeducators as Partners: Building a Team for the Inclusive Classroom (PR0943)
Lombardo, Lisa   BK

Paraprofessional Power (PR1203)
Gubiotti, Jan, and Beth Sugg  BK
This handbook portrays the role of support staff and offers many strategies that can be effectively used with students each day.

Paraprofessionals as Reading Tutors (R0719)
Duvall, Steven, Joseph Delquadri, and R. Vance Hall  BL
PART (Paraprofessionals as Reading Tutors) is carried out during a tutoring phase that provides the structured reading and mistake-correction steps that are necessary to develop students' reading skills and requires closely working with students for 11-15 minutes per day. During the independent reading phase, students are helped for a few minutes to develop wider interests and self-sufficiency. Step-by-step procedures can be used by anyone who has the ability to read the student's lesson i.e. parent, sibling, or other reader.

Paraprofessional's Guide to the Inclusive Classroom: Working as a Team (PR1121)
Doyle, Mary Beth  BK
Basic guidance on issues such as communicating effectively with teachers and other team members, reading and using IEP's, and fostering student independence.

ParaReading: A Training Guide for Tutors (IT0624)
Glaser, Deborah  BK/CD  P,E
ParaReading, a LETRS Supplemental Module, includes a Microsoft PowerPoint presentation and blackline masters, Participant's Workbook, and Trainer's Manual.

Teacher's Guide to Working With Paraeducators and Other Classroom Aides, A (PR1030)
Morgan, Jill, and Betty Ashbaker  BK
Explains how to lead a classroom instructional team, ways to assign roles and responsibilities, strategies for communicating clearly, monitoring activities, and providing feedback, and guidelines for providing on-the-job training. Includes practical tips, checklists, self-help activities, and a trouble-shooting guide.
Teaching Strategies

50 Graphic Organizers for Reading, Writing & More (PR1162)
Bromley, Karen, et al. BK
Reproducible templates, strategies and student samples include: Character Map, Clock/Time Organizer, Finding Math Factors Organizer, Multiple Intelligence Planner, Problem-Solver Organizer, and many more.

Adapting Curriculum Materials Mini-Library (IT0460)
Kame enui, Edward, et al. 3 BK/2BL/CD

Adolescent Literacy Study Groups Module (IT0629)
6 BK M,S
Strengthen your knowledge of how to help students develop the literacy skills they need to succeed. Along with a discussion guide that includes journal articles, the module contains Kids InSight, All the Stories That We Have, Adolescent Literacy (position statement), Supporting Young Adolescents Literacy Learning (position statement), The Reading Reflections journal, and a facilitators guide for use in school-based professional development. Individuals or school-based study groups can use this package to examine their schools adolescent literacy program, as well as their own beliefs and practices.

Venezky, Richard BK
Venezky illuminates the fully functional system underlying what can at times be a bewildering array of exceptions, focusing on the basic units that serve to signal word form or pronunciation, where these units can occur within words, and how they relate to sound. The book affords new insight into the teaching of reading and the acquisition and processing of spelling sound relationships.

Angling for Words (R0689)
Bowen, Carolyn BK/WB/TG P,E,I,M,S
A multisensory approach to teaching reading and spelling to students with specific language disabilities can be used with individuals or small classes...all grades. Can also be used as a tool merely to develop the coding skills, especially decoding in reading.

Apprenticeship in Literacy: Transitions Across Reading and Writing (PR1037)
Dorn, Linda, et al. BK
A guide for K-3 teachers the authors illustrate an apprenticeship approach to literacy that emphasizes the role of the teacher in providing demonstrations, engaging children, monitoring their understanding, providing timely support, and ultimately, withdrawing that support as the child gains independence.

Art of Teaching Reading, The (PR1039)
Calkins, Lucy McCormick BK
Provides guidance needed to approach independent reading, guided reading, book talks, word study, read alouds and more. Grounded in the real details of classrooms you will see how a few teachers use mini-lessons, conferences, strategy lessons, and book talks to create classrooms that exemplify literacy.

Asperger Syndrome: Success in the Mainstream Classroom (IT0567) DVD
Provides proven tips and techniques to help make mainstreaming a child with Asperger Syndrome a positive learning experience for him or her--AND for teachers and classmates. Because of the similarities between Asperger Syndrome, High Functioning Autism, Pervasive Developmental Delay-Not Otherwise Specified and Non-Verbal Learning Disabilities, many of the strategies in this program should also work well for individuals diagnosed with HFA, PDD-NOS, and NLD. (44:00)

Asperger Syndrome: Transition to College and Work (IT0606) DVD S,A
Shows students how to find special education services at the college level and describes how to be a job candidate employers will want to hire. Also included is a step by step checklist for transition planning. Many of the strategies in this program should also work well for individuals who are diagnosed with High-Functioning Autism, PDD-NOS and Non-Verbal Learning Disabilities. (57:00)

Asperger's Syndrome: A Guide for Parents and Professionals (IT0500) Attwood, Tony DVD/BK
Topics include diagnosis, social behavior, language, interests and routine, motor clumsiness, cognition, sensory sensitivity, and more. Case studies show the problems encountered and how these problems can be managed with a variety of practical adaptations. (3:00:00)
Provides insight into students’ contracts. student behavior and design behavior forms for staff members to document reproducible behavior modification and offer intervention techniques.

Better IEP’s (PR0916)
Bateman, Barbara, and Mary Anne Linden BK
How to develop legally correct and educationally useful programs, 3rd edition.

Beyond Discipline: From Compliance to Community (PR0973)
Kohn, Alfie BK
The author challenges traditional thinking by suggesting that our first question about children should not be "How can we make them do what we want?" but rather "What do they require in order to flourish, and how can we provide those things?" Kohn's alternative is to make the classroom a community where students feel valued and respected, where care and trust have taken the place of restrictions and threats. In this environment, students have a major role in making meaningful decisions about their schooling and in designing educational communities in which they feel connected to one another and to adults.

Beyond the ADD Myth: Classroom Strategies and Techniques (IT0280)
Armstrong, Thomas DVD
View programs in action that focus on a "wellness" model of children and learning. Produced for staff development and training for classroom teachers, this video provides an array of teaching strategies to work with children who are often diagnosed/misdiagnosed as Attention Deficit Disorder. (36:00)

Big Book of Reproducible Graphic Organizers, The (PR1163)
Jacobson, Jennifer and Dottie Raymer BK
Providing a visual representation that uses symbols to express ideas, concepts, and convey meaning, graphic organizers help to depict relationships between facts, terms, and ideas. 50 templates to help kids get the most out of reading, social studies, math, science, and study skills.

Brain Compatible Strategies (PR0900)
Jensen, Eric BK
Ready-to-use ideas to help teachers motivate, instigate, and encourage their students.

Brain Matters: Translating Research Into Classroom Practice (PR1063)
Wolfe, Patricia BK
In Part I, several chapters act as a mini textbook on brain functioning and physiology. In Part II, the author brings brain functioning into clearer focus, describing how the brain encodes, manipulates, and stores information. Several chapters in Part III are devoted to practical classroom applications and brain-compatible teaching strategies.

Breakthroughs: How to Reach Students With Autism (PR1006)
Sewell, Karen BK
Written by an award winning public school teacher this book is filled with
useful details, practical suggestions, lists of materials, how-to’s in managing disruptive behaviors, and other minutiae.

**Bringing Words to Life: Robust Vocabulary Instruction** (PR1158)
Beck, Isabel, Margaret McKeown, and Linda Kucan     BK
Aided by specific suggestions and user-friendly examples and exercises, teachers learn to select words for instruction; create meaningful learning activities; and engage students in thinking about and using new words both within and outside the classroom.

**Building Academic Background Knowledge** (IT0588)
Marzano, Robert, et al.     DVD/TG
Marzano explains the importance of building background knowledge for all learners, especially for low-achieving students who tend not to have been exposed to the kinds of experiences necessary for academic success. Classroom scenes from a variety of subject areas and grade levels illustrate how to build students' background knowledge and help them overcome obstacles to learning. Provides insights on how to close achievement gaps with effective vocabulary instruction, a sustained silent reading program, and teaching strategies such as nonlinguistic representation, projects, cooperative learning, and note taking. (90:00)

**Building Academic Vocabulary: Teacher’s Manual** (PR1150)
Marzano, Robert, and Debra Pickering     BK
In this manual, readers will find the tools for a method to help determine which academic vocabulary terms are most essential for their needs, a six-step process for direct instruction in subject area vocabulary, suggestions for tailoring academic vocabulary procedures for English Language Learners, and more. Includes a list of nearly 8,000 vocabulary terms culled from the national standards documents and other publications, organized into 11 subject areas and 4 grade-level categories. See also #IT 060588, Building Academic Background Knowledge DVD/TG.

**Building Background Knowledge for Academic Achievement: Research on What Works in Schools** (PR1170)
Marzano, Robert     BK
Learn why two approaches-sustained silent reading and instruction in subject-specific vocabulary-can help rescue low achievers and boost the academic performance of all students. Detailed vignettes used to provide you with the tools you need to close achievement gaps: characteristics that determine the success of a sustained silent reading (SSR) program, a five-step SSR program that extends through grade 10, eight characteristics of effective vocabulary instruction that enhance academic background knowledge, a six-step process for vocabulary instruction in 11 subject areas, and the vocabulary terms that are critical to students' success.

**Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms, Grades 6-12** (PR1180)
Fielding, Audrey et al.     BK
Features insights, advice, and case examples from five middle school and high school teachers who have successfully applied the RA framework in diverse urban classrooms. A resource for content area teachers looking for classroom-based ideas to motivate adolescents in becoming more engaged, strategic, and competent readers.

**Building Background Knowledge Through Wide Reading: A Five-Step Process** (IT0641)
DVD
Education expert Robert J. Marzano explains the rationale for wide reading, and teachers demonstrate a five-step method that ensures your program has the most impact. Classroom scenes throughout the program show how teachers build excitement around reading by using a variety of strategies, including literary circles, quick reads, interest forms, and stickies. (30:00)

**Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking** (PR1184)
Ogle, Donna et al.     BK
The authors provide targeted strategies—including teaching models, graphic organizers, and step-by-step instructions for activities such as building vocabulary, developing textbook literacy skills, interpreting primary and secondary resources, applying critical thinking skills to newspapers and magazines, and evaluation Internet sources. *Study Guide available on ASCD web site.

**Bully Proofing** (IT0541)
Marcum, Kim     DVD/BL
Provides strategies on how to create a culture of respect, kindness, and support. Viewers will learn how to intervene with bullies using a research-based model to change their behavior, how to help parents of both perpetrators and victims collaborate with the school to reduce bullying, and how to recognize the difference between a provocative victim and a bully. Gr P-M (1:59:00)

**C.L.A.P.: A Sound Approach to Pre-Reading Skills** (R0699)
Janis, Rhoda, and Nancy Williams     CD/8 MM/TG  _P,E_
In order to bridge the gap between listening and reading, the emphasis of C.L.A.P. (Concepts of language, Literature/stories, Articulation, Phonemic awareness skills) is on what each letter sounds like rather than on what the name of the letter is or how it is written. Each lesson presents a different sound and includes the four components in the following order: Articulation of the targeted sound, Concepts (two opposite concepts, one beginning with the targeted sound), Phonemic awareness activity using the
targeted sound, and Animal story emphasizing the targeted sound (plus an optional book list). C.L.A.P.'s twenty-nine lessons follow the letter of the week format and includes detailed lesson plans, animal stories with coloring pages, word lists, and over 600 pictures on the CD allowing you to print the concept pictures for each lesson. Includes 8 laminated pictures.

Causes & Cures in the Classroom: Getting to the Root of Academic and Behavior Problems (PR1225)
Searle, Margaret    BK
This book reveals new neurological research about the root causes of such obstacles as weak vocabulary, poor planning and organization skills, and problems with memory, impulse control, and attention span, and lays out a comprehensive five-step protocol designed to help all educators identify and address common student academic and behavior issues.

Change Over Time in Children's Literacy Development (PR1064)
Clay, Marie    BK
When early literacy interventions work with young, low-achieving children, just why they work is often poorly understood. Join Marie Clay as she takes a step back from the concepts of reading failure, disability, and dyslexia, and considers a new way to view literacy learning difficulties.

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (PR1014)
Marzano, Robert, et al.    BK
The authors provide statistical effect sizes and show how these translate into percentile gains for students for 9 teaching strategies that have positive effects on student learning. Each chapter presents extended classroom examples of teachers and students in action; models of successful instruction; and a variety of frames, rubrics, organizers, and charts to help teachers plan and implement the strategies.

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement 2nd Edition (PR1217)
Dean, Ceri et al    BK
Each strategy is supported with recommended classroom practices, examples of the strategy in use, tips for teaching, and information about using the strategy with today's learners.

Classroom Management that Works: Research-Based Strategies for Every Teacher (PR1173)
Marzano, Robert, Jana Marzano, and Debra Pickering    BK
Describes the action steps you need to take to establish rules and procedures, use effective disciplinary interventions, build positive student-teacher relationships, and develop a sound mental set to get you through the most difficult situations. The authors' provide real stories of teachers and students in classroom situations to help illustrate how the action steps can be used successfully in different situations.

Cognitive Strategy Instruction That Really Improves Children's Academic Performance (PR1047)
Pressley, Michael, et al.    BK
Presents the cognitive strategies shown to improve competence in skills and content areas-decoding, reading comprehension, vocabulary, spelling, writing, science, and mathematics. This rewritten and updated second edition includes a new chapter on strategies related to teaching science, and strategies to learn specific, often unconnected facts.

Collaborative Strategic Reading: Strategies for Improving Comprehension (R0730)
Klingner, Janette K., et al.    IM
Describes the CSR procedure for teaching reading skills to students in mixed-level classrooms. Proven reading comprehension strategies are combined with cooperative learning groups or paired learning to help children improve their comprehension of narrative and expository text. Provides lesson plans, sample teacher-to-student dialogues, whole class activities, and reproducibles.

Collaborative Teaming (PR0930)
Snell, Martha E., and Rachel Janney    BK
Explains how you can create a successful team through building teamwork skills, developing problem-solving methods, implementing action plans, defining collaborative teaching, and improving communication skills among members.

Completing the Puzzle: The Brain-Compatible Approach to Learning (PR0895)
Jensen, Eric    BK
A practical guide for understanding and applying what we know today about how our brains naturally learn best. Almost every strategy suggested is either free or can be implemented simply and affordably.

Complexities of Collaboration (IT0442)
Friend, Marilyn    DVD/BL
Illustrates 5 significant dilemmas that occur when school professionals work together and provide the stimulus for collaborators to examine their own relationships with their partners and team members. Dilemmas are: Meeting Teacher Expectations (7:31), Classrooms Partnerships (13:00), Managing Disagreements on the Team (11:00), Time! Time! Time! (9:11), and Pulled in Too Many Directions (11:06).

Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers (PR1187)
Sadler, Charlotte Rose    BK
Beginning from the belief that all teachers are reading teachers, the author provides practical tools to help students understand assigned readings across the curriculum. The handbook's strategies include descriptions, easy-to-
follow procedures, content area examples, and suggestions for assessment. Easily cross-referenced content areas and strategies and tools adaptable for use with individual learners, small groups, or the entire class.

**Connecting With Students (PR1124)**
Mendler, Allen  BK
Outlines strategies for bridging the gap between teacher and student through personal, academic, and social connections. Easily tailored to any learning environment, includes activities such as "H & H" greeting to the "2 x 10" method and the "4H," "think-aloud," and "paradoxical" strategies.

**Conversations: Strategies for Teaching, Learning, and Evaluating (PR1040)**
Routman, Regie  BK
Field-tested teaching ideas, detailed strategies, review of theory, teacher-crafted lessons, and lists of annotated resources the book explores an effective language arts and literacy program across the curriculum.

**Cooperative Discipline-Elementary (IT0219)**
Albert, Linda  3 DVD/BL/BK/CH/TG
Disk 1: Cooperative Discipline: An Overview, What Do I Do Now? (16:00), Disk 2: Creating a Cooperative Classroom Community: Prevention Strategies for Elementary Teachers (16:00), Disk 3: Intervention Strategies for Elementary Teachers (18:00).

**Cooperative Discipline-Secondary (IT0229)**
Albert, Linda  3 DVD/BL/BK/CH/TG

**Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom, 2nd Ed. (PR0996)**
Putnam, JoAnne  BK
Reviewing the basics of cooperative learning, the authors explain how to adapt curricula and implement such techniques as multilevel instruction, the Learning Strategies approach, and the use of computer technology. They also offer practical examples of various conceptual and structural strategies that improve the learning, social skills, and self-esteem of children with a range of abilities and cultural backgrounds.

**Cooperative Think Tank II, The: Graphic Organizers to Teach Thinking in the Cooperative Classroom (PR0861)**
Bellanca, James  BK

**Craft Lessons: Teaching Writing K-8 (PR1087)**
Fletcher, Ralph, and Joann Portalupi  BK
For teachers of grades K-2, 3-4, and middle school. Each lesson is presented on a single page and features three teaching guidelines: Discussion—A brief look at the reasons for teaching the particular element of craft, How to Teach It—Concrete language showing exactly how a teacher might bring this craft element to students in individual writing conferences or a small-group setting, and Resource Material—A listing of the book or text referred to in the craft lesson plus additional texts you can use and references to a passage, a poem, or a piece of student writing in the Appendixes.

**Critical Thinking (IT0235)**
2 DVD
Disk 1: How to Ask Questions That Encourage Cognitive Critical Thought, Disk 2: How to Ask Questions That Encourage Creative Critical Thought. (60:00 ea.)

**Curriculum Mapping: Charting the Course for Content (IT0284)**
2 DVD/BK
Curriculum expert Heidi Hayes Jacobs describes a 7-phase process for developing curriculum maps and offers practical advice on how to use curriculum maps to develop essential questions and assessments. Disk 1: The Essentials of Mapping explains how curriculum maps work just like a road map to show teachers where they are in a particular scope and sequence, what their students have been learning, and where their students need to be by the end of the unit or the end of the year. (30:00) 2: Putting Mapping to Work explains and demonstrates the 7 phases of the curriculum-mapping process and offers teachers guidance in developing advanced mapping skills. (32:00)

**Developing Educationally Relevant IEPs: A Technical Assistance Document for Speech-Language Pathologists (PR1147)**
Brannen, Susan et al.  BK
The purpose of this document is to provide information that will assist speech-language pathologists in their role in developing the IEP as IEP team members and in implementing those portions of the IEP for which they are responsible. Included are issues regarding programmatic and systemic changes that must take place in order for successful partnerships to be established and guidelines for developing educationally-relevant IEPs.
Diagnosis of Learning (IT0289)
Marzano, Robert, and Debra Pickering et al. DVD/2 BK/TG

Implicit in this framework are 5 basic assumptions; that instruction must reflect the best of what we know about how learning occurs, learning involves a complex system of interactive processes that includes 5 types of thinking-represented by the 5 dimensions of learning, the K-12 curriculum should include the explicit teaching of attitudes, perceptions, and mental habits that facilitate learning, a comprehensive approach to instruction includes at least 2 distinct types of instruction- one that is more teacher directed, and another that is more student directed, and finally, assessment should focus on students' use of knowledge and complex reasoning processes rather than on their recall of information. Trainer's Manual, Teacher's Manual, DVD (45:00)

Discipline With Dignity (PR0726)
Curwin, Richard, and Allen Mendler BK

Provides information on an affirming approach to classroom discipline that promotes respect for self and others, with emphasis on specific strategies and structures that help students become successful.

Discovering and Exploring Habits of Mind (PR0980)
Costa, Arthur, and Bena Kallick BK

This book presents a collection of articles focusing on intelligent behaviors called habits of mind. These habits of mind can aid both students and adults in school and daily life as they encounter problems, the resolutions of which are not immediately apparent.

Early Detection of Reading Difficulties, The (PR0715)
Clay, Marie BK

This book examines systematic observation of reading behaviors and reading recovery procedures to help children with reading problems.

Educating Culturally and Linguistically Diverse Students: An ASCD Professional Inquiry Kit (IT0337)
Williams, Belinda DVD/CH

Examine the role of language and its relationship to developing good instructional techniques for ESL learners, focuses on personal cultural perspectives and how they can affect classroom practices, teaches how to link your efforts to help minority students to your overall goals for school reform, and develop a plan for personal professional development. 8 folders/DVD (19:00)

Educational Care: A System for Understanding and Helping Children with Learning Differences at Home and at School, 2nd Edition (PR1142)
Levine, Melvin BK

The author contends that education should be a system of care that looks after the specific needs of individual students. Topics: weak attention controls, reduced remembering, chronic misunderstanding, deficient output, delayed skill acquisition, and poor adaptation. Includes concrete suggestions for dealing with learning differences at home and at school, assessment tools, reading resource list, and guidelines for intervention.

Educator's Guide to Preventing and Solving Discipline Problems (PR1190)
Boynton, Mark, and Christine Boynton BK

Covers crucial components of classroom discipline, universal techniques for teachers, and building wide philosophies and methods of discipline. Lots of ideas you can use right away, such as effective strategies for "fence rider kids" whose behavior is most apt to be influenced by discipline policies, a "response hierarchy" for dealing with the inevitable classroom disruptions, can't-miss approaches for bullies and students with anger management issues or ADHD, and the best ways to deal with major rule violations.

Effective Instruction for Special Education (PR0883)
Mastropieri, Margo, and Thomas Scruggs BK

Based on recent special education research, this text presents a comprehensive model for effective teaching, followed by applications of the model to a variety of skill and content areas. Includes information on recent advances in technology, multicultural awareness, curriculum development, and thinking skills.
Enhancing Professional Practice: A Framework of Teaching (PR0881)
Danielson, Charlotte   BK
The framework for teaching described in this book identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although they are not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

Essential Sight Words Program (R0664)
Sundbye, Nita, et al.  30 BL/2 BK/2 TG/2 MM   E,I
Emphasizes structural words, those that are difficult to learn because they are nonphonetic or do not represent objects or concrete experiences. Five-step instruction method: Pretest (identifies which words child does not know), Mastery Tests (containing target words, previously taught words, and unfamiliar words), Books (given to a child only after he or she has demonstrated knowledge of the sight words in them), and Posttest (measures recall after a long-term delay).

Executive Skills and Reading Comprehension: A Guide for Educators (PR1237)
Cartwright, Kelly   BK
Chapters review the research base for particular executive functions—such as planning, organization, cognitive flexibility, and impulse control—and present practical skills-building strategies for the classroom. Detailed examples show what each skill looks like in real readers, and sidebars draw explicit connections to the Common Core State Standards (CCSS). Reproducible planning and assessment forms can be downloaded and printed for use with students.

Exploring Classroom Assessment in Mathematics: A Guide for Professional Development (PR0982)
Bryant, Deborah, and Mark Driscoll   BK
This book presents guidelines for designing programs that help teachers improve their assessment strategies and techniques. Emphasis is placed on experiencing a task, observing problem solving, examining students’ work, developing tasks, developing rubrics, and planning assessment.

Field Guide to Using Visual Tools, A (PR0994)
Hyerle, David   BK
This book examines the practical application of visual tools such as brainstorming webs, task-specific organizers, and thinking-process maps. Stories, quotes, and insights from parents, students, teachers, administrators, brain researchers, and software developers illustrate how they use visual tools in their everyday work.

Fifty Strategies for Teaching English Language Learners (PR1068)
Herrell, Adrienne   BK
Classroom-tested strategies for any K-12 classroom and subject that English-speaking teachers can use to help English language learners understand content materials while they acquire English language skills.

First Grade PALS (Peer-Assisted Literacy Strategies) (R0717)
Matheis, Patricia, et al.   TG   E
The PALS approach combines a motivational point-earning system, student pairs, and Direct Instruction principles. Designed to enhance rather than replace an existing reading program PALS is conducted with the entire class during three weekly 35-minute sessions for at least 16 weeks.

During these sessions, time is allocated so that all students are simultaneously engaged in reading activities. Even lower-functioning students improve reading skills and actively participate in exercises. Includes reproducibles.

Fluency Foundation (R0724)
5 BL/7 CH/TG
Uses rapid naming and word retrieval practice in combination with times, repeated reading of code-progressive stories that progress from decodable text to authentic print.

Framework for Understanding Poverty, A, Third Edition (PR0872)
Payne, Ruby   BK
Teaches the hidden rules of economic class and spreads the message that, despite obstacles poverty can create in all types of interaction, there are specific strategies for overcoming them.

From Gobbledygook to Clearly Written Annual IEP Goals (PR1210)
Bateman, Dr. Barbara   BK
The author takes actual goals, which were poorly written and turns them into productive ones. You learn to simplify the process by focusing on just four ideas: Observable behavior, measurable criteria, a given or condition for success and a final test.

From Rage to Hope: Strategies for Reclaiming Black and Hispanic Students (PR0770)
Kuykendall, Crystal   BK
Grading Exceptional and Struggling Learners (PR1214)
Jung, Lee Ann and Thomas R. Guskey   BK
The authors’ five-step standards-based inclusive grading model helps teachers determine appropriate expectations for each student, understand the differences between accommodations and modifications, grade based on modified expectations, and communicate the meaning of grades to students and their families. Included
are a grading model graphic illustration, sample report cards and progress reports, and vignettes that show how to tailor applications to each subgroup and grade level.

**Graphic Organizers...Helping Children Think Visually (PR0890)**
Flynn, Kris  BK
Over 75 classroom ideas that span the curriculum. A wide selection of open-ended, creative organizers, including story boards, sorting circles, and building plans, offers students unique ways to brainstorm, classify, map, evaluate, and more.

**Graphic Organizers: Visual Strategies for Active Learning (PR0919)**
Bromley, Karen, et al.  BK
Demonstrates how to use a variety of graphic organizers (visual representation of knowledge) for teaching and learning, for planning, instruction, and assessment in grades K-8.

**Great Habits, Great Readers: A Practical Guide for K-4 Reading in the Light of Common Core (PR1227)**
Bambrick-Santoyo, Paul, et al.  DVD/8K
This book includes the strategies, systems, and lessons from the top classrooms that bring the habits of reading to life, creating countless quality opportunities for students to take one of the most complex skills we as people can know and to perform it fluently and easily. Offers clear teaching strategies for teaching reading to all students, no matter what level and includes more than 40 video examples from real classrooms.

**Great Leaps Reading Program Grades 6-8 (R0733)**
Campbell, Kenneth  BK  M
The purpose of the program is to build reading accuracy and speed as well as expressive language skills. The materials are in 3 parts: phonics, sight phrases, and reading fluency. Phonics is developing and mastering essential sight-sound relationships and/or sound awareness skills. The sight phrase section is mastering high frequency words while developing and improving focusing skills and the ability to "chunk" small pieces of meaning. The stories section is focused on reading fluency by using age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation. Students work individually with an instructor and the materials for less than ten minutes per day (three to four days per week minimum).

**Great Leaps Reading Program Grades 9-12 (R0732)**
Campbell, Kenneth  BK  S
The purpose of the program is to build reading accuracy and speed as well as expressive language skills. The materials are in 3 parts: phonics, sight phrases, and reading fluency. Phonics is developing and mastering essential sight-sound relationships and/or sound awareness skills. The sight phrase section is mastering high frequency words while developing and improving focusing skills and the ability to "chunk" small pieces of meaning. The stories section is focused on reading fluency by using age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation. Students work individually with an instructor and the materials for less than ten minutes per day (three to four days per week minimum).

**Great Memory Book, The (PR1036)**
Markowitz, Karen, and Eric Jensen  BK
Teachers and students can use these simple memory techniques for recalling names, faces, facts, formulas, definitions, foreign language words, correct spelling, lists, and more.

**Great Teaching With Graphic Organizers (PR0924)**
Drapeau, Patti  BK
Organizers to teach thinking skills and motivate kids of all learning styles Target 8 thinking processes: Compare and Contrast, Cause and Effect, Forecasting, Drawing Conclusions, Creative Thinking, Elaboration, Decision Making, and Planning.

**Guide to Teaching Phonics, A (R0053)**
Orton, June Lyday  BK
This is a guide, flexible and adaptable to the needs of a class or a child, an aid in the preparation of the daily lesson plans. The focus is on the needs of beginning pupils, with some incidental suggestions for presenting the material to more advanced students.

**Guided Reading: Making It Work (PR1102)**
Cunningham, Pat, et al.  4 DVD/BK/TG
The Four-Blocks framework was developed by teachers who believe that to be successful in teaching all children to read and write, you need to perform daily lessons in guided reading, self-selected reading, writing, and working with words. Since students learn at different speeds and in different ways, it’s important to use a variety of formats and activities in each block to make them as multi-leveled as possible. Includes 4 videos: The Four-Blocks Literacy Model: How and Why It Really Works (59:30), Guided Reading in Grade 1 (58:00), Guided Reading Grades 2-3 (56:00), etc.
and Guided Reading in Upper Grades (43:00).

**Guiding Literacy Learners** (PR1026)
Hill, Susan  BK

Discusses the different approaches to guiding literacy development and offers procedures for selecting texts, preparing the student for the text, the importance of talking through the book, and subsequently reading the book. Topics such as modeling, coaching, scaffolding, and talking are outlines, and includes suggestions for activities, assessment and record keeping.

**Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy** (PR1057)
Fountas, Irene, and Gay Su Pinnell  BK

Learn how to use a 3-part framework to efficiently manage and organize instruction, ensuring that all components of a quality literacy program are addressed, especially comprehension and word analysis, literature study, independent reading, and guided reading. The authors show how to organize teacher-student conferences, group students dynamically, conduct effective mini-lessons, store materials to promote student responsibility, and level books for older readers.

**Guiding the Reading Process: Techniques and Strategies for Successful Instruction in K-8 Classrooms** (PR1017)
Booth, David  BK

Outlines the specifics of dealing with common reading problems, as well as effective ways to work with young readers in one-to-one conferences, in collaborative groups, and as a community of readers. This book includes descriptions of young readers with different abilities, stages of reading and corresponding indicators, mini-lessons on reading techniques—from phonics to literature discussions, outlines and checklists to help assess, monitor, and report reading progress.

**Helping Disruptive and Unresponsive Students** (IT0652)
Gossen, Diane Chelsom  DVD/CD/TG

Centered around William Glasser's Control Theory and Reality Therapy concepts learn questioning strategies which help students understand themselves more clearly and find productive ways to satisfy their needs through responsible behavior. Includes DVD-Program 1: Foundations for Developing Self-Control (23:00); Program 2: The Tools of Reality Therapy (27:00) and CD soundtrack Programs 1 and 2.

**High-Impact Instruction: A Framework for Great Teaching** (PR1238)
Knight, Jim  BK

This book focuses on the three areas of high-impact instruction: content planning, instructional practices, and community building. Practical tools included: checklists, numerous observation tools, and recommended resources for further reading, online videos, ways that students, teachers, instructional coaches, and principals can support implementation of the practices, and suggestions for using the book and videos in coaching and school improvement efforts.

**Hot Tips: 30 Ways to Increase Student Engagement** (PR1034)
Abernathy, Rob, and Mark Reardon  BK

Utilizes brain-compatible learning strategies to amplify your natural teaching abilities. Discover ways to maximize participation, increase interest, enhance curiosity, shape attitudes toward learning, boost student accountability and more.

**How to Access Higher-Order Thinking Skills in Your Classroom** (PR1222)
Brookhart, Susan  BK

Discover how to make an assessment blueprint for any grade or subject that includes multiple-choice and constructed-response (essay) items plus performance assessment tasks.

**How to Conduct Collaborative Action Research** (PR0975)
Sagor, Richard  BK

Collaborative action research, conducted by teams of practitioners, is a process that enables teachers to improve student learning, to improve their own practice, to contribute to the development of their own profession, and to overcome the isolation commonly experienced by classroom teachers. This book details a five-step process to create a positive climate for school restructuring by conducting collaborative action research, shows eight ways to gather valid and reliable data, explains techniques for identifying and understanding problems, and illustrates four basic strategies for managing conflict and changing the status quo.

**How to Conduct Successful Socratic Seminars** (IT0306)
DVD

Tool to help you lead discussions that help high school students understand readings in any subject. Learn the 6 components of an effective Socratic seminar, the teacher’s role as seminar leader, open-ended questions that spark good comments and critical thinking, and questioning techniques that encourage students to refer back to the text. (18:00)

**How to Develop Student Creativity** (PR1029)
Sternberg, Robert, and Wendy Williams  BK

Questioning assumptions, imagining other points of view, and thinking
across subjects are just 3 of the 25 strategies that help you develop creative thinking in students.

**How to Excel at Verbal Intervention, Using Your Verbal Intervention Techniques as Effective Defusion Strategies (IT0367) DVD/10 WB/TG**

Shows how to develop specific verbal intervention techniques and organize them quickly to fit any confrontational situation, and how to develop a verbal intervention 'toolbox' that will be at your disposal any time an individual becomes noncompliant or confrontational. (50:00)

**How to Teach People with Profound Developmental Disabilities (Including How to Run a Group Activity) (IT0608) DVD/TG**

In this video two instructors demonstrate numerous teaching strategies while running grouping skills. Good resource for teacher aides who have minimal or no experience with severely disabled older students. (57:31)

**How to Teach Spelling (R0734)**

Rudginsky, Laura Toby, and Elizabeth Haskell  BK

A program for students to learn to recognize the sounds in the English language, to decode words, and to spell words correctly by relying on spelling rules and patterns rather than on memory. This resource manual provides a structured and graded method to plan spelling lessons for one student or for an entire classroom. Contains the material to be used at all grade levels; at the beginning of each lesson, the manual explains which words to cover and how for the grade level you are working with.

**How to Use Graphic Organizers to Promote Student Thinking (IT0308) DVD**

Discover 3 types of graphic organizers and the reasons to use them in pre-instruction to help students review what they know about a topic, for prewriting and brainstorming activities, and to help students organize information for research projects. (20:00)

**I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers (PR0998)**

Tovani, Chris  BK

Provides support for teachers who want to incorporate comprehension instruction into their daily lesson plans without sacrificing content knowledge. The author takes you step-by-step through practical, theory-based reading instruction that can be adapted for use in any subject area.

**I See What You Mean: Children at Work With Visual Information (PR0999)**

Moline, Steve  BK

Visual literacy requires students to interpret pictures, symbols, and words. This book provides information on teaching visual literacy to students by having them create their own visuals based on their learning. Over 100 student examples illustrate how students can communicate some concepts better with visual texts than with conventional, word-only texts. These strategies will be especially helpful for students who struggle with writing or who are visual learners.

**IEP Companion, The: Communication Goals for Therapy In and Out of the Classroom (PR1141)**

Wilson, Carolyn, et al.  BK

This desktop reference will help you plan organized, sequential lessons for all areas of communication needs. Divided into sections --Pre/Early Language, Vocabulary and Semantics, Syntax and Morphology, Pragmatics, Thinking and Problem Solving, Listening for Information, Articulation and Phonology, Voice, Fluency-- it also has an appendix containing a hierarchical listing of various sentence types.

**Implementing Mastery Learning (PR0746)**

Guskey, Thomas  BK

The text focuses on the presentation of theory through applications, examples, activities, and techniques.

**In the Middle: Writing, Reading and Learning With Adolescents (PR0730)**

Atwell, Nancie  BK

In the Middle is a story about Nancie Atwell and her eighth grade students in Boothbay Harbor, Maine - about what she and they have learned together as collaborating writers and readers, and about what goes on in one classroom where instruction has been transformed by a teacher concerned enough to question her own assumptions about teaching.

**Inclusion Strategies That Work!: Research-Based Methods for the Classroom (PR1197)**

Karten, Toby J.  BK

Includes an array of lists, charts, curriculum suggestions, tips for working with parents, strategies for
preparing Individual Educational Plans (IEPs), activities and applications, and sample inclusion dilemmas. Information on disability characteristics as well as complementary instructional plans. Other topics include: understanding special education legislative terminology; strategies for establishing successful inclusive classrooms; introducing social skills into the curriculum, including addressing emotional intelligences; technology-driven classroom activities and resources to maximize student performances; collaborative planning and documentation with defined goals and outcomes; and study skills and assessment techniques that emphasize mastery and retention.

Inclusion: A Service, Not A Place--A Whole School Approach (IT0514) Gartner, Alan and Dorothy Kerzner Lipsky DVD/BK

Authors present a framework that enables building an effective schoolwide approach that focuses on "service" rather than "location" in teaching students with disabilities. Actual classroom clips demonstrate the main features of the framework. Book contains sections on IDEA (PL. 105-17), development of the students' program, collaboration, differentiated classrooms, curricular adaptations, supplementary aides, and services. (35:00)

Inclusive Classrooms From A to Z: A Handbook for Educators (PR1024) Goodman, Gretchen BK

A guide for primary teachers, this alphabetically-arranged reference answers the most frequently asked questions about implementing and managing an inclusion program. Provides checklists, teacher-tested activities, tips to use with staff, parents, and children, and help with the planning process.

Inclusive Programming for Elementary Students With Autism (PR1133) Wagner, Sheila BK

Chapters cover characteristics of Autism, assessing students, school, teachers, and classrooms, and the principal's role, impacting social skills and behavior, data collection, and more.

Inclusive Programming for Middle School Students With Autism/Asperger's Syndrome: Topics and Issues for Consideration by Teachers and Parents (PR1134) Wagner, Sheila BK

Covers characteristics of typical middle school students and those with Autism/Asperger's, the IEP, behavior change, curricular issues and modifications, social skills instruction, and more.

Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices (PR1188) Deshler, Donald et al. BK

The authors highlight research on what works with adolescent learners in Part I and discuss how to implement instructional programs to fit the needs of your school or district. Part II presents a directory of programs designed for middle and secondary students. Each program description includes an overview of the instructional approach, description of available professional development resources, summaries of any program evaluations conducted, and contact information for program publishers. Summary charts offer a quick way to identify programs suitable for particular students typically developing, advanced, struggling, those with learning disabilities, or English learners, all by grade level or that include specific features.

Intelligence Reframed: Multiple Intelligences for the 21st Century (PR1088) Gardner, Howard BK

The author describes how his theory of multiple intelligences has evolved and been revised. Offers practical guidance on the educational uses of the theory in schools and museums, and responds to critiques leveled against it.


Interactive writing is an instructional approach in which teachers and children collaborate to produce a written text. This book explains how to get started and includes examples of children's literature and art in the writing program, photos of children's work, suggestions for professional development, and descriptions of how interactive writing can be used as a tool for inquiry across the curriculum.

Interdisciplinary Curriculum: Design and Implementation (PR0825) Jacobs, Heidi Hayes BK

Describes a variety of integration options ranging from concurrent teaching of related subjects to fusion of curriculum focus to residential study focusing on daily living; from 2-week units to year-long courses. Suggests how to choose proper criteria for successful curriculum integration, dealing with attitudes of key individuals and groups; and establishing validity. A distinction is made between curriculum-content and metacurriculum—those learning skills helpful in acquiring the curriculum content being taught and in developing the capacity to think and learn independently.

Is That a Fact?: Teaching Nonfiction Writing K-3 (PR1109) Stead, Tony BK

This book explores a variety of authentic purposes for writing nonfiction, such as describing, explaining, instructing, persuading, retelling, and exploring relationships with others. Each purpose is introduced using a variety of forms, including letters, reports, poetry, captions, directions, and interviews. Includes a chapter on spelling and how
to prevent it from becoming a barrier to student writing. Also features strategies for assessing and evaluating student work, case studies from K-3 classrooms, lists of books by readability levels, and reproducible forms.

**Kidsiration in the Classroom (Grades K-5): Standards-Aligned Lesson Plans**
(PR1161)
Chase, Mary and Bob Madar    BK
32 standards-aligned lesson plans in reading and writing, science, social studies and math are specifically designed for grades K-2 and grades 3-5. Each lesson includes an overview, learning objectives, preparation and step-by-step lesson plan. Many lessons can easily be modified for other content and classrooms. Resources are easily downloaded from http://www.inspiration.com/Curriculum-Integration/Kidsiration.

**Landmark Method for Teaching Arithmetic, The**
(PR1153)
Woodin, Christopher    BK
Includes practical strategies for teaching multiplication, division, word problems, and math facts to all learners experiencing problems with basic arithmetic. It also introduces the reader to two learning tools developed at Landmark: "Woodin Ladders" and "Woodmark Icons". Sample templates and exercises that teachers can copy and use in their classrooms are included.

**Language! A Literacy Intervention Curriculum Grades 1-12: Instructional Resource Guide for Teachers**
(LA0006)
Greene, Jane Fell    BK
Provides tools to place students within the curriculum at their current levels of performance, to plan lessons, to monitor student performance, and to teach the program. Instructional activities are coded by concept and content to match the "Language!" instructor's manual. Includes support materials, resources, graphic organizers, scoring rubrics, and practice templates.

**Language! A Literacy Intervention Curriculum, Level 1**
(LA0007)
Greene, Jane Fell    3 WB/TG  P
Designed to teach students, including older poor readers, all the skills of reading, language comprehension, and composition in a systematic, cumulative, sequential curriculum. Critical concepts about language are defined, ordered, and practiced in relation to one another. No level of mastery is assumed; all skills are taught directly, applied, and practiced. Lower-level and higher-level concepts at the sound, print, word, sentence, and text level are included in lessons.

**Language! Morphemes for Meaning**
(LA0009)
Greene, Jane Fell    CH  P-S
Contains suffixes from Anglo-Saxon (Levels 1 and 2), roots, prefixes, and suffixes from Latin (Level 2), and combining forms from Greek (Level 3).

**Language! Practice**
(LA0008)
Woods, Judy Fell    TG  P,E
Provides teacher-directed activities that support the Language! curriculum components (Levels 1 and 2) and offer at-risk elementary learners and English learners the additional practice they need for mastery.

**Leading with Reading in Grades 7-12**
(IT0631)
McBride, Peter, Fitzgerald, Ellen and Thomas Fitzgerald    DVD
Helps school leaders understand the importance of reading instruction in grades 7-12 and design a strategic reading program. It also explains how to use the Lexile Framework to match students to reading materials and contains research on the reading levels required for work and adult life. (41:30)

**Learning & Memory: The Brain in Action**
(PR1072)
Sprenger, Marilee    BK
Discover where knowledge is stored, how it's retrieved, and what types of learning experiences trigger recall.

**Learning Disabilities and Social Skills: Last One Picked...First One Picked On**
(IT0148)
Lavoie, Richard    DVD/BL/TG
Richard Lavoie gives teachers examples of how to help LD children succeed in everyday situations outside the classroom where they might normally fail. (60:00)

**Learning Styles and Strategies**
(PR0864)
Silver, Harvey, and J. Robert Hanson    BK
The purpose of this manual is to assist classroom teachers in diagnosing learning styles and profiles, and in assimilating the knowledge, skills and attitudes necessary to more effectively read and respond to students' needs.

**Learning With The Body in Mind: The Scientific Basis for Energizers, Movement, Play, Games, and Physical Education**
(PR1050)
Jensen, Eric    BK
Use research-based movement activities to increase intrinsic motivation, improve attitudes, strengthen memory, and boost achievement in the classroom.

**Lesson Collection, The: RAFT--Role/Audience/Format/Topic**
(IT0534)
DVD
This strategy uses reading and writing to help students think creatively and engage personally with the social studies text. Gr 9-12 (13:30)

**Lesson Collection, The: SQ3R--Survey/Question/Read/Recite/Review**
(IT0533)
DVD
This strategy helps students access their prior knowledge to make predictions and generate questions about the social studies topic to set a purpose for reading. Then, while reading, they look for answers to their
questions and monitor their understanding. After reading, they summarize and review the material. Gr 6-8 (14:00)

**Leveled Books for Readers Grades 3-6**  
(PR1114)  
Pinnell, Gay Sue, and Irene C. Fountas  
BK

More than 6,000 leveled titles are featured, including fiction and nonfiction, popular series books, and short story collections. Includes genres such as realistic fiction, historical fiction, fantasy, traditional literature, biography, and information books on a variety of content topics. In addition, the authors give a detailed explanation of the leveling process.

**Literacy Centers: What Your Other Kids do During Guided-Reading Groups**  
(PR1044)  
Allen, Irene, and Susan Peery  
BK

Build students' skills through independent work, foster creativity with imaginative activities, integrate reading and writing in all content areas, and reach all students with a variety of learning modalities. Includes resources and reproducibles.

**Literacy Leadership for Grades 5-12**  
(PR1156)  
Taylor, Rosemarye, and Valerie Doyle Collins  
BK

The authors explain how to find hidden sources of information on which students are learning literacy behaviors and which are not, identify necessary adjustments to current curriculum, learning tools, and instructional approaches, incorporate literacy-focused professional development, and create a plan for building future capacity and realizing continuous improvement.

**Literacy Plus: An Integrated Approach to Teaching Reading, Writing, Vocabulary, and Reasoning**  
(R0521)  
Marzano, Robert, et al.  
BK/WB/2 TG

Meant to be used as a comprehensive language arts framework that can be used with a variety of reading materials (e.g., literature sets, content material, basal readers). The program includes systematic use of such activities as: read aloud, quiet reading, poetry reading, the reading workshop, the writing workshop, and the vocabulary workshop. Includes Teacher Guide, Teacher and Student Reference Books to Words in Semantic Clusters, and Student Word Book II.

**Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading**  
(PR1157)  
Tankersley, Karen  
BK

Tankersley shows how we can better teach struggling readers to develop and expand on content-specific vocabulary, read text accurately, smoothly, and with proper phrasing, extract and construct meaning through reading, and critically evaluate, synthesize, analyze, and interpret text. The book includes an array of exercises, from individualized 15-minute projects to semester-long whole-class assignments.

**Literacy Strategies for Improving Mathematics Instruction**  
(PR1183)  
Kenney, Joan et al.  
BK

The authors synthesize research on what it takes to decode mathematical text, explain how teachers can use guided discourse and graphic representations to help students develop mathematical literacy skills, offer guidance on using action research to enhance mathematics instruction, and discuss the importance of student-centered learning and concept-building skills in the classroom. *Study Guide available on ASCD web site.*

**Literacy Techniques for Building Successful Readers and Writers**  
(PR1025)  
Booth, David  
BK

This is a tool kit for selecting the best approach to meet the specific needs of all students. Activities are grouped under the stages of Learning to Read and Write, Reading for Meaning, Becoming a Writer, and Learning about Language. Some of the 100 strategies includes: drafting and revising, portfolios, assessment, literature circles, reading aloud, big books, journals, collaborative learning, guided reading, shared reading, and wall charts.

**Literature & Science Breakthroughs: Connecting Language and Science Skills in the Elementary Classroom**  
(PR1019)  
Lake, Jo-Anne  
BK

Offers strategies for using fiction and nonfiction, big books, novels, storybooks, pop-ups, poetry, and discovery books to go beyond reading "about" science and with hands-on activities help students gain first hand experience with scientific principles.

**Literature Circles: Voice and Choice in Book Clubs & Reading Groups**  
(PR1128)  
Daniels, Harvey  
DVD/BK

Particular attention is paid to issues of management, preparation of students, and enacting the principles of group dynamics. Reproducible "role" sheets in English and Spanish are included. In the video you will see a 3rd grade, dual-language program, a high school English class, and a parent book-club meeting. (14:30)

**Logistics of Literacy Intervention, The: A Planning Guide for Middle and High Schools**  
(PR1199)  
Allain, Joanne  
BK

Step-by-step information and specific details of successful literacy interventions—including setting priorities, securing funding, and choosing curricula. Learn about specific challenges, solutions, and the keys to success that educators need to consider when creating an intervention plan.
Looking Together at Student Work: A Companion Guide to Assessing Student Learning (PR1144) Blythe, Tina et al.    BK
A guide to provide teachers with strategies and resources for working together to examine and discuss student work such as science projects, essays, art work, math problems, and more.

Louder Than Words: How to Intervene With Nonverbal Individuals (IT0368) DVD/10 WB/TG
Teaches you how to prevent episodes of agitated or aggressive behavior through use of effective communication strategies. (25:00)

Make It Stick: The Science of Successful Learning (PR1228) Brown, Peter C., et al.    BK
Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.

Making Math Real: An Overview (IT0643) Berg, David    DVD
Emphasizes concept-procedure integration and sensory-cognitive development, the 2 principal strands essential for understanding and implementing the Making Math Real methodologies. Viewers will learn multisensory, structured techniques that guide students from the concrete to the abstract, thus helping them build essential development as they link their concrete experience to the symbolic notation of math rather than rely on rote memorization or tricks. (1:30:00)

Managing Chronic Illness in the Classroom (PR1131) Wishnietsky, Dorothy Botsch, and Dan H.    BK
Understand the special needs, recognize health events that may interfere with learning, and how to intervene when appropriate. Contents cover: AIDS and HIV Infection, Juvenile Arthritis, Asthma, Cancer, Cystic Fibrosis, Diabetes Mellitus, Epilepsy or Seizure Disorders, Sickle Cell Disease, Other School Services, and Resources.

Managing Oppositional Youth (IT0563) Robin, Arthur and Sharon K. Weiss DVD    M,S
Viewers will learn how to become more familiar with associate problems and help improve outcomes for such children, communicate more effectively, and help these children deal more appropriately with authority. Designed for counselors, teachers, and parents. (53:00)

Managing the Disruptive Classroom: Strategies for Educators (IT0565) DVD/TG
Learn about classroom management techniques that are taught by Dr. Robert E. Wubbolding and are founded on theories and principles originally developed by Dr. William Glasser. These techniques offer teachers and administrators a pro-active role in promoting responsible behavior in students. (59:00)

Managing Today's Classroom (IT0292) Zan, Betty, et al.    3 DVD/TG
This series shows how to create environments that fosters mutual respect between students and teachers, promotes self-regulation, create a sense of community within the classroom and school, teaches students about respect by involving them in decisions about curriculum and classroom rules, helps students develop self-regulation by giving them some control over how they solve their problems, builds a positive sense of community in the classroom by breaking down adversarial relationships between teachers and students, and solves most classroom management problems by creating a more engaging curriculum. Includes a program for parents. (33:00) (25:00) (25:00)

Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (PR0849) Jacobs, Heidi Hayes    BK
Describes a seven-step process for creating and working with curriculum maps, from data collection to ongoing curriculum review. She discusses the importance of asking essential questions and of designing assessments that reflect what teachers know about the students in their care. The author also offers a viable alternative to the curriculum committees that are part of almost every school district in the United States.

Math Wonders to Inspire Teachers and Students (PR1169) Posamentier, Alfred    BK
Used as attention-getters, motivators, or enrichment activities, these math wonders leave students questioning and exploring further, regardless of their grade level or ability. Includes peculiar number patterns and properties, clever shortcuts and tricks for avoiding cumbersome mathematical processes, curious problems that reveal problem-solving strategies, algebra problems that shed light on patterns in mathematics and the behavior of numbers, and activities and
demonstrations that uncover timeless geometric principles.

Math...Who Needs It? (IT0593)  
DVD/TG  I,M,S  
This PBS television special stars Jaime Escalante, a math teacher who inspired the Academy Award nominated movie "Stand and Deliver," and his students, with guest appearances by celebrities and world class professionals, engineers and designers at their workplaces. Gives viewers a new perspective on how math is used in real life applications such as skateboard design, high-tech roller coasters, fashion, sports, and music. (55:00)

Maureen Auman's Practical Writing Series (IT0616)  
Auman, Maureen  3 DVD  
The author models her Step Up to Writing strategies. 1: Intro with "Writing for Math" Demo (25:00), 2: Paragraphs (45:00), 3: Organization (31:00), 4. Topic Sentences/Thesis Statements (43:00), 5: Transitions and Elaboration (21:00), 6: Conclusions (23:00)

Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher (PR1108)  
Wormeli, Rick  BK  
Provides strategies for addressing key middle-level teaching challenges such as differentiating instruction, motivating early adolescents, teaming, teaching in block-length classes, using authentic and alternative assessment effectively, writing on all subjects, holding students and teachers accountable, involving parents, mentoring teachers, using games, applying the latest in brain research, and understanding the young adolescent.

Mindful School, The: How to Teach for Transfer (PR0863)  
Fogarty, Robin, et al.  BK  

Misunderstood Minds: Searching for Success in School (IT0638)  
DVD  
Many of the children that struggle to learn don't fit any clinical diagnosis. Though these children may be suffering from debilitating learning problems, they are often mistakenly called "lazy" or "stupid" by teachers, classmates, and even by their families. This video illustrates the emerging view that specific identification and customized management of learning problems is the key to success for the millions of children struggling in school. Featuring Mel Levine, M.D., G. Reid Lyon, Ph.D., Edward M. Hallowell, M.D. and Richard D. Lavoie, M.A. M.Ed. (90:00)

Modifying The Four Blocks for Upper Grades: Matching Strategies to Students' Needs (PR1146)  
Sigmon, Cheryl Mahaffey  BK  
Help students in grades 4 and up become better readers and writers using multilevel instruction. Includes instructions for modifying strategies to suit the needs of your situation, suggestions for classroom management, grade-level book lists, reproducible activities, and more.

More Power: Instruction in Co-Taught Classrooms (IT0658)  
Friend, Dr. Marilyn  DVD  
Incorporates evidence-based strategies and demonstrates how to get more power from your co-teaching to improve outcomes for all students. The seven dimensions shown are Assessment & Planning (24:00), Content Materials & Technology (26:00), Instructional Environment (20:00), Instructional Presentation (19:00), Student Participation (16:00), Evaluation of Performance (19:00), Adult Interactions (18:00). Bonus section: brief review of the 6 co-teaching approaches—the scaffolding on which this DVD is constructed.

Multiple Intelligences: The Complete MI Book (PR1090)  
Kagan, Spencer, and Miguel Kagan  BK  
Chapters include MI theory, MI instructional strategies, How to develop students' multiple intelligences, Step-by-step planning of MI lessons, project centers, and theme units, How to create an MI class and school, Authentic MI Assessment. Also contains reproducibles activities for teaching with, for and about the multiple intelligences, and resource lists. For all grades.

Multisensory Teaching of Basic Language Skills (PR1105)  
Birsh, Judith  BK  
The authors put theory into practice as they show specific teaching approaches to promote phonological awareness, alphabet skills, spelling and grammar, reading accuracy and fluency, reading comprehension, handwriting composition, organization and study skills, and communication with parents. Includes field-tested instructional materials and activities along with observation and assessment models.
Music With the Brain in Mind (PR1059)
Jensen, Eric  BK
Discover how music supports learning with specific links to solid research. Provides practical strategies for incorporating the musical arts at all level, information on how the body hears music, music’s impact on stress level, perceptual-motor skills, memory, and emotional intelligence, plus tips for choosing music and the various benefits of different types of music.

BK
This training resource contains chapters on Learning the Lingo, Forces of Change, Putting the Pieces Together, Participant-Driven Supports, Managed Care, Getting to Know the Service System and Advocating for Change.

Myth of Laziness, The (PR1143)
Levine, Melvin  BK
The author shows that children dismissed as unproductive or "lazy" usually suffer from what he calls "output failure"-- the seeming unwillingness of talented children to be productive. Dr. Levine discusses the biological, neurological and psychological factors that may be responsible, focusing on kids challenged by oral and written communication. The final chapter offers parents and teachers day-to-day strategies that can be used to remedy such troubles.

Never Too Early to Write: Adventures in the K-1 Writing Workshop (PR1106)
Johnson, Bea  BK
Learn how to set the stage for a successful classroom writing workshop, include parents into your writing program, use dictation, drawing, scribbling, and temporary spelling to build writing skills, and maximize effective classroom writing-workshop strategies in a literature-based setting or with any readiness series.

New Basics, The: Education and the Future of Work in the Telematic Age (PR1112)
Thornburg, David D.  BK
Discusses the skills necessary for professional success in the coming years, along with strategies on how best to teach them in the classroom. Filled with visionary observations, practical suggestions for innovative instruction, and engaging discussions of the historical precedents for remodeled curriculum.

No Contest: The Case Against Competition (PR0802)
Kohn, Alfie  BK
Contrary to the myths with which we have been raised, Kohn shows that competition is not an inevitable part of human nature. It does not motivate us to do our best (in fact, our workplaces and schools are in trouble because they value competitiveness instead of excellence). Rather than building character, competition sabotages self-esteem and ruins relationships. For this revised edition, Kohn adds a comprehensive account of how students can learn more effectively by working cooperatively in the classroom instead of struggling to be Number One.

Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 (PR1000)
Harvey, Stephanie  BK
Presents strategies for understanding expository text and conducting meaningful research; offers ideas for organizing and writing accurate, effective nonfiction from idea to finished presentation; advances the importance of teacher modeling and guided practice in instructional delivery; provides a list of inquiry tools and resources—both print and electronic; suggests ways to facilitate project-based learning and assess the projects as they develop; includes bibliographies of nonfiction children's books by subject and genre and lists of recommended magazines.

Observation Survey of Early Literacy Achievement, An (PR0886)
Clay, Marie  BK
Designed to help teachers monitor their students' progress in beginning literacy, this book describes some classroom observation tasks which have been used systematically by New Zealand teachers to guide their teaching of young children in formal school programs.

OCD in the Classroom (IT0620)
2 DVD/BL/TG
Designed to help understand the nature of Obsessive Compulsive Disorder (OCD) and the effect it can have on a student's behavior and performance. Disk 1: How to Recognize and Respond to OCD in School Age Children: An overview defines OCD, its symptoms and causes, with suggestions for effective teacher assessment and management within the classroom environment. (39:00) Disk 2: "Jake's Story and The Kids' Panel, a presentation by an 11 year old with OCD and dialog between children with OCD, teachers and parents. (30:00)

O-G Whiz! A Teacher's Resource Book of Games & Activities Reinforcing O-G Skills (R0727)
Flynn, Emi  BK  E
Skill areas are phonemic awareness, phonograms, short vowels, syllables, word recognition, spelling, prefixes, and suffixes. These activities make the learning interactive and serve to establish the visual, auditory, and kinesthetic/tactile associations as well as to provide the release of energy for many students with short attention spans and other attentional issues.

On Solid Ground: Strategies for Teaching Reading K-3 (PR1061)
Taberski, Sharon  BK
This book is organized around a series of interconnected interactions with the learner: assessment; demonstration; practice; and response. After
describing the role of the teacher and setting up the classroom environment, the book shows how assessing reading, demonstrating effective strategies and skills, and providing opportunities for practice and response play out in whole-class, small-group, and one-on-one teaching sessions.

**One Million Children: Success for All**  
(Pr1089)  
Slavin, Robert, and Nancy Madden  
BK

An in-depth description of Success for All, the research on the program, and the impact. Included are readable, user-friendly descriptions and rationales for all program elements, updated research, studies of program variations and key student subgroups, discussions of policy implications for comprehensive school reform, Title I, bilingual education, and special education.

**Open-ended Questions in Elementary Mathematics: Instructions and Assessment**  
(PR0941)  
Dyer, Mary Kay, and C. Moynihan  
BK

This book not only provides a selection of high quality open-ended questions which you can assign to the children in your class. In addition, it shows you how to effectively evaluate your students' responses.

**Patterns for Success in Reading and Spelling: A Multisensory Approach to Teaching Phonics and Word Analysis**  
(R0659)  
Henry, Marcia, and Nancy Redding  
WB/TG  
P-A

This Orton-Gillingham based material provides a complete remedial program for working with children with specific reading disabilities, including dyslexia. Designed for individuals of all ages who are having difficulty learning to read, spell, and write, the book highlights integrated decoding and spelling instruction in a multisensory format.

**Phonemic Awareness in Young Children**  
(LA0021)  
Adams, Marilyn Jager, et al.  
BK  
P,E

This supplemental language and reading curriculum complements any prereading program. Activities to use in any classroom—general, bilingual, inclusive, or special education. The developmental sequence follows a school calendar year, building on simple listening games and gradually moving on to more advanced sound manipulation exercises like rhyming, alliteration, and segmentation. Includes teaching objectives, lesson plans, activity adaptations, informal, large group screening tests (up to 15 children at a time), guidelines for interpreting results, and recommendations.

**Phonics**  
(Pr1023)  
Hill, Susan  
BK

Discusses the alphabetic principle and phonological awareness and looks at the different approaches to teaching phonics. Includes ideas for phonics instruction such as using everyday print and jingles, raps, and rhymes, and provides methods of assessing children's use of phonics within real literacy activities.

**Phonological Awareness Training for Reading**  
(LA0004)  
Torgesen, Joseph, and Brian Bryant  
CD/CH/MM/TG  
P,E

Developed to increase the level of phonological awareness in young children because children who are sensitive to the phonological structure of words in oral language have a much easier time learning to read than children who are not. Divided into 4 sets of activities: the warm-up phase that includes rhyming activities to help children focus their attention on the sounds in words, sound blending activities that teach them to blend individual sounds to make words, sound segmenting activities, and using their phonological awareness skills in reading and spelling. Program takes 12-14 weeks to complete. Target group: Kindergarten children at risk for reading failure, first- and second-grade children having difficulty learning to read. (5:10)

**Picture Exchange Communication System Training Manual, The, 2nd Ed.**  
(IT0630)  
Frost, Lori and Andrew Bondy  
DVD/TG

The primary goal of PECS is to teach functional communication. Each of the 6 training phases is described according to rationale, training steps, frequently asked questions, helpful hints and sample data sheets. Extensive indices provide reproducible evaluation forms, data sheets, reinforcer worksheets, and communication programming worksheets. Includes PECS Data Forms CD.

**Portfolio Organizer, The: Succeeding With Portfolios in Your Classroom**  
(Pr1010)  
Rolheiser, Carol, et al.  
BK

Steps guide you through critical decisions in 10 major categories. Hands-on activities, discussion questions, and planning tools help anticipate and address every key issue. Practical samples, templates, and forms ensure that the portfolio process is meaningful to students and manageable for the teacher.

**Portfolios in the Classroom: Tools for Learning and Instruction**  
(Pr1033)  
Schipper, Beth, and Joanne Rossi  
BK

Features instructional ideas that extend your use of portfolios, questions throughout the text that guide you to key ideas, real student examples from classrooms where teachers have successfully used portfolios, samples to illustrate discussion of each element in the process, end-of-chapter summaries and a complete bibliography, reproducible forms for you and your students to use and recommendations for using portfolios as a tool for parental involvement.
This is a clear, useful guide for teachers, administrators and student teachers in which Madeline Hunter offers step-by-step plans for staff development meetings. Each plan focuses on: one area of meeting; topics for staff discussion; long-range objectives; and follow-up activities.

Children who do not learn the rules of language intuitively require a methodology that specifically and directly teaches the alphabetic principle and language structure in order to achieve reading levels commensurate with their intellectual potential. The effect of a multisensory approach is to strengthen associations and automatic recall.

Discover why children are coming to school less developmentally ready to learn than ever before. Explore how schools counter the negative influences of inadequate parenting, poor medical practices, and media bombardment. Stories and case studies from actual schools help you clearly see how to implement an effective failure prevention program.

Reading, Word Work, Listening, Research, Literature Response, Writing, and Poetry centers support instructional goals for both fiction and non-fiction text, link language arts mini-lessons with 32 literacy connection planners, and supports the balanced literacy approach and IRA/NCTE national standards.

The author shows that while manipulating people with incentives seems to work in the short run, it is a strategy that ultimately fails and even does lasting harm. What is needed, Kohn explains, is an alternative to using rewards and punishments to control people. The final chapters offer a practical set of strategies for parents, teachers, and managers that move beyond the use of carrots or sticks.

William Glasser, M.D., explains that only through lead-management can teachers create classrooms in which all students not only do competent work but begin to do quality work. The book begins by explaining that to persuade students to do quality schoolwork, teachers must first establish warm, totally noncoercive relationships with their students; teach only useful material, which means stressing skills rather than asking students to memorize information; and move from teacher evaluation to student self-evaluation.

Teaching in a way to meet student needs, rather than coercing students to perform well on achievement tests, will reduce discipline problems and increase student satisfaction.

Activities include vocabulary cubes, word pyramids, prefix and suffix webs, synonym wheels, sentence sense, and more.

Covers topics such as: including students with disabilities in the classroom, building partnerships with parents, creating partnerships with paraprofessionals, getting the most out of support services, and creating positive behavioral supports.
Read, Write, Spell (PR1016)  
Bean, Wendy, and Chrys Bouffler  BK  

The authors advocate an approach that integrates spelling into children's reading and writing activities, with the emphasis on meaning and effective communication, not on spelling for spelling's sake. This book will show you basic principles for creating a spelling program, ideas for establishing a supportive classroom environment, activities to sensitize language learners to words in context, procedures to encourage risk-taking, strategies and activities for proofreading, and guidelines for assessment and evaluation.

Reading by the Colors: Overcoming Dyslexia and Other Reading Disabilities Through the Irlen Method (R0686)  
Irlen, Helen  BK/MM  

Did you know that black ink on white paper may be at the root of some of your students' reading problems? This book explains in easy-to-understand language just what the Irlen Method is, what it can do to improve reading skills, and what it cannot do. It also includes a color-keyed self-test and colored overlays.

Hasbrouck, Jan, and Carolyn Denton  BK  

Practical "how to" advice for reading coaches, specialists, tutors, or any education professional providing support and guidance in the area of literacy to other teachers. This handbook defines the role and responsibilities for a reading coach and provides training in the skills necessary to become an effective coach.

Reading for Older Struggling Students (IT0648)  
Campbell, Kenneth U. and Cecil Mercer  DVD/CD/TG  

An introduction to the Great Leaps reading intervention program. Essential elements of reading are woven into Great Leaps with timed readings in: Phonics Probes-focuses on sounds and blending, Phrases Probes-teaches sight words in relationship to other words, Story Probes-provides application and practice. 5-10 minute daily tutoring sessions achieve reading independence. Observe Great Leaps in action, and understand the job of tutors who help students feel safe and comfortable, correct mistakes during reading, and record data.

Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms (PR1167)  
Schoenbach, Ruth et al.  BK  

Easy to follow and filled with examples of student work and classroom lessons, this book offers a successful approach to helping students improve their literacy across all subject areas. It shows how to create classroom "reading apprenticeships" to help students build reading comprehension skills and relate what they read to a larger knowledge base. It also discusses the strategies and support systems needed to implement and evaluate reading apprenticeship programs throughout the school.

Reading Recovery: A Guidebook for Teachers in Training (PR0887)  
Clay, Marie  BK  

A guidebook for training teachers to deliver an early intervention program designed to reduce literacy problems in an education system.

Reading Strategies for the Content Areas, Volume 1: An ASCD Action Tool (IT0590)  
Beers, Sue and Lou Howell  BK  

Research-based tools that will help students build their learning skills and learn the particular content they are studying. Each tool includes complete how-to-use instructions, teacher materials for classroom use, classroom examples, and a template for student assignments.

Reading Strategies for the Content Areas, Volume 2: An ASCD Action Tool (IT0591)  
Beers, Sue and Lou Howell  BK  

Each tool includes how-to-use instructions, teacher materials, classroom examples, and a template for student assignments. There are guidelines for how to differentiate strategies for student differences, plus advice on building an individual or school wide professional development plan for improving students' reading performance.

Reading Strategies That Work: Helping Young Readers Develop Independent Reading Skills (R0684)  
Fitzpatrick, Jo  BK  

Techniques that will help students easily decode, interpret, and understand print. Includes activities to teach strategies in whole or small groups. A reproducible bookmark with picture prompts reminds students how to apply each strategy while reading independently.

Reading Teacher's Book of Lists, The (PR0845)  
Fry, Edward Bernard, et al.  BK  

150 lists for developing instructional materials and planning lessons for elementary and secondary students.

Schumm, Jeanne Shay  BK  

Learn how to choose a tutoring program that's right for you, plan for success, partner with teachers, other professionals, and parents, meet your student's special reading and writing needs, make your tutoring sessions lively and fun, and evaluate your tutoring experience so next time is even better.

Reading: The Patterning of Complex Behavior (PR0716)  
Clay, Marie  BK  

Based on information gained in two longitudinal research studies of the
beginning reading process, this book offers insights into the detection and prevention of reading failure.

**Reclaiming At-Risk Youth for the 21st Century Workplace: A Case Study** (PR0988)
Christensen, Marge BK

The subject of this case study, an alternative English program, was designed to improve the reading and writing skills of at-risk high school students with poor literacy skills to prevent these students from becoming involved with the criminal justice system and improve their prospects for better-than-minimum-wage jobs in a professional workplace setting.

**Reflection Guide to Better Conversations, The: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected** (PR1240)
Knight, J. et al. BK

Using examples of real books and kids, this book outlines the characteristics of reluctant readers, resources and strategies to facilitate success with all students, internal and external barriers that inhibit readers, and user-friendly entry points to engage reluctant readers.

**Research-Based Methods of Reading Instruction, Grades K-3** (PR1171)
Vaughn, Sharon, and Sylvia Linan-Thompson BK

Research-based instructional activities that will help you: build students' phonemic awareness, teach phonics and word study, improve students' reading fluency, develop students' vocabulary acquisition skills, and help students improve their reading comprehension.

**Rethinking Preparation for Content Area Teaching: The Reading Apprenticeship Approach** (PR1181)
Braunger, Jane et al. BK

Emphasizing social, personal, cognitive, and knowledge-building tools, the authors show how RA can serve to strengthen content-based instruction, how elements of the model can be embedded in teacher preparation curricula, and what types of course activities enable new teachers to understand and practice this approach.

**REWARDS (Reading Excellence: Word Attack & Rate Development Strategies)** (R0718)
Archer, Anita, Mary Gleason, and Vicky Vachon DVD/CH/WB/TG I,M,S

A specialized reading program designed to teach students a flexible strategy for decoding long words and to increase oral and silent reading fluency, particularly in content-area passages. Recommended for students in grades 4-12 who have mastered the basic reading skills associated with first and second grade expectations but who are not accurate or fluent oral readers in grade-level materials. Students who would benefit from this program lack word identification skills and have difficulty with words of three or more syllables in length. Oral reading is between 60 and 120 words per minute. Includes student workbook, Word Parts at the Beginning and End of Words, and Vowel Combinations student reference charts, teacher's guide, and REWARDS demonstration video (42:00).

**REWARDS Writing: Sentence Refinement** (IT0637)
Archer, Anita, Gleason, Mary, and Stephen Isaacson TG I,M

Teaches essential writing skills that can be applied in all content areas. The program consists of teacher-directed lessons, which provide the framework for introducing, teaching, practicing, and giving feedback. Each 20- to 30-minute lesson follows the same instructional routine, allowing students and teachers to concentrate on three strands: Sharpening Word Choice, Polishing Sentences, Editing Paragraphs.

**RTI Tackles Reading: Grades K-6** (IT0626)
Kemp, Karen DVD

Educator and consultant, Ms. Kemp shares her experiences assisting the Cohoes City School District in transforming from over-reliance on special education referral and services, to implementation of research-based practices that target struggling readers in the early grades--well before a pattern of failure sets in. (33:00)

**RTI Tackles the LD Explosion: A Good IDEA Becomes Law** (IT0625)

Congress introduced a new evaluation to determine learning disabilities. It requires an assessment of a child's response to research-based reading instruction in general education--referred to as Response to Intervention--as a prerequisite to referral, identifies the obstacles, offers ways to overcome them, and provides a road map to facilitate the transition. (31:00)

**RTI: The Classroom Connection for Literacy: Reading Intervention and Measurement, Hunches are Out, Data is In** (PR1182)
Kemp, Karen, and Mary Ann Eaton BK

This book links instructional techniques to assessment, ensuring that data truly informs instruction. Provides research-based interventions for each of the five precepts of literacy development, as well as the important issue of motivation. Reproducible forms allow for easy management and data collection.

**Rubric for Educating Adolescents with Disabilities, A** (PR1220)
Schuman, Belinda and Julie Tollefson BK

The purpose of READ is to provide to school districts, administrators, directors, and individual teachers a tool...
for enhancing the development, implementation, and sustainability of research-based special education programs. Allows school personnel to analyze their special education programs in the areas, or domains, of Program Design, Staff Skills, Basic Learning Skills, Advanced Learning Skills, and Independent Adult Skills.

**Running Records: A Self-Tutoring Guide** (IT0423)
Johnston, Peter H.  CD/BK

Practical guide for teachers learning how to take running records of children's oral reading. These records of the child's reading strategies can be used to show growth, reveal problems and provide a place for instructional conversations with children or colleagues. (42:30)

**Scaffolding Young Writers: A Writer's Workshop Approach** (PR1118)
Dorn, Linda, and Carla Soffos  BK

Using an apprenticeship approach, the authors show how explicit teaching, good models, clear demonstrations, established routines, assisted teaching followed by independent practice, and self-regulated learning are all fundamental in establishing a successful writers' workshop. Also covers organization tips, guidelines for designing Productive mini-lessons and student conferences, and assessment pieces.

**Schools That Work: Where all Children Read and Write** (PR1086)
Allington, Richard, and Patricia Cunningham  BK

Details the critical features of elementary school organization plans (e.g., professional roles, organization of time, curriculum, student assessment, professional development, parental involvement) that can support or impede the development of more effective educational settings, noting exemplary efforts in real schools and offering a variety of activities for taking stock of a school's educational efforts.

**Seeds of Self Esteem** (IT0566)
Brooks, Robert  2 DVD/TG

Disk 1: Teacher Power addresses Teacher Impact, The Student's View, and Attribution Theory. (38:00) Disk 2: Self-Esteem Teacher Strategies covers Establishing Alliance and Recognizing Identity, Offering Praise and Encouragement, Providing Choices/Sense of Ownership, and more. (28:45)

**Self-Directed IEP Kit** (IT0623)
Martin, James et al.  2 DVD/BL/WB/TG

Increase the confidence of students by encouraging them to take leadership roles and convey their interests. Meet IDEA student-involvement mandates and improve students' participation in their IEP meetings. Kit includes a Teacher's Manual (148 pages), Student Workbooks, assessments, Self-Directed IEP in Action Open Captioned video (7:00), and Self-Directed IEP video (16:00).

**Shaping Literate Minds: Developing Self-Regulated Learners** (PR1117)
Dorn, Linda, and Carla Soffos  BK

This book gives you tools to support your observation of changes over time in specific literacy behaviors; authentic reading and writing samples and teacher/student interactions; assessments used to guide instruction; details for establishing a school-based literacy model that includes team meetings, assessment walls, high standards, and a curriculum for literacy; and more.

**Six-Step Process for Teaching Vocabulary, A** (IT0642)
Marzano, Robert  DVD

Demonstrations from elementary and secondary classrooms show examples of a research-based, six-step vocabulary teaching process. Actual classroom teachers walk through the vocabulary teaching process. (60:00)

**Snapshots: Literacy Mini-Lessons Up Close** (PR1129)
Hoyt, Linda  DVD/BL/BK

Covers oral reading, guided reading, independent reading, and writing. Watch over 170 mini-lessons with children for understanding words and whole texts, fiction, and nonfiction. (40:00)

**So Each May Learn: Integrating Learning Styles and Multiple Intelligences** (PR1011)
Silver, Harvey, et al.  BK

Includes rationales and research-based principles of learning that support integrated learning, classroom examples, activities, and organizers to help educators process ideas and analyze their current practices, instruments for readers to identify their own style and intelligence profiles, and planning templates for designing integrated lessons, assessments, and curriculum.

**Solving the Grading Puzzle for Students with Disabilities** (PR1148)
Munk, Dennis  BK

The purpose of this book is to familiarize readers with common issues that arise when attempting to grade the performance of students with disabilities, particularly those "included" and receive instruction in the regular education classroom, and present strategies for increasing the accuracy, fairness, and meaningfulness of their grades. A majority of the book is dedicated to selecting and implementing grading adaptations that can be used for an entire class or for individual students.

**Sound Reading Elementary Classroom Set** (R0710)
Howlett, Bruce, and Kathryn Howlett  21 BL/2 WB/TG/CH/2 CD/MM  E/I

Phonemic awareness is the process of linking speech to reading and it is considered to be central to the brain's speech and language processing center. The author believes that individuals with reading problems need
intensive phonemic awareness instruction to activate and stimulate the parts of the brain that connect speech to reading and writing. A 30-lesson improvement and intervention program each taking approximately 20 minutes supplements classroom reading instruction. Includes 20 Means-to-an-End Readers and 5 Fluency Timing booklets, program manual, consumable and reproducible copies of Sound Sense Activity Book, Word Lists and Activities for Phonological Recording booklet, 4 x 5 sound/letter cards, Word list 4 x 5 cards, 2 sets of 2" sound/letter cards in plastic organizers, Vowel Pronunciation Guide card(salmon), Two-Syllable RAN card(buff), Multisyllable RAN card(green), 9 RAN cards(blue), and 5 sets of cubes.

Sound Reading Teens, 20's and Beyond Classroom Set (R0714)
Howlett, Bruce, and Kathryn Howlett 21 BL/2 WB/TG/CH/2 CD/MM  M,S,A

Phonemic awareness is the process of linking speech to reading and it is considered to be central to the brain's speech and language processing center. The author believes that individuals with reading problems need intensive phonemic awareness instruction to activate and stimulate the parts of the brain that connect speech to reading and writing. A 30-lesson improvement and intervention program each taking approximately 20 minutes supplements classroom reading instruction for whole-class or small group instruction. Includes 20 Means-to-an-End Readers, program manual, consumable and reproducible copies of Sound Sense Activity Book, Word Lists and Activities for Phonological Recording booklet, 4 x 5 sound/letter cards, Word list 4 x 5 cards, 2 sets of 2" sound/letter cards in plastic organizers, Vowel Pronunciation Guide card(salmon), Two-Syllable RAN card(buff), Multisyllable RAN card(green), 9 RAN cards(blue), and 5 sets of cubes.

Sounds of Our Language (LA0011)
Greene, Jane Fell  CD
CD corresponds to "Language! Level 1" and presents phonemes and key words for student practice of letters and blends. (26:34)

Spelling Instruction That Makes Sense (PR1022)
Phenix, Jo, and Doreen Scott-Dunne BK
The authors' practical ideas will help you explore the structure of words and language in ways that students will enjoy and that will give them experience and confidence with their writing. Includes a thorough analysis of evaluation and record-keeping.

Spelling Skills for Active Learning: Working With Words (R0663)
WB  E,I

Spelling Teacher's Book of Lists, The (PR1002)
Phenix, Jo  BK
Shows teachers how to help their students learn more about spelling, uncover word logic and patterns, and develop problem-solving methods for constructing words and phrases.

Starting Over: A Combined Teaching Manual and Student Workbook for Reading, Writing, Spelling, Vocabulary, and Handwriting (R0735)
Knight, Joan  BK  M,S,A

For the older student who may be reading on any grade level 0-13.0 but who has decoding and spelling difficulties, this Orton-Gillingham based language arts program employs a multisensory structured language method to teach the building of words, vocabulary, and sentences. Reading passages for comprehension are included. Placed appropriately throughout the text are 45 guides to spelling and pronunciation. Diagnostic assessment tools include a student interview, pretests, tests, and posttest.

Step Up to Writing, 2nd Ed. (IT0611)
Auman, Maureen  NB  E-5

This book provides steps for organizing ideas and information, writing topic sentences and thesis statements, connecting main ideas, including supporting details, writing conclusions, thinking creatively, and other components of effective writing. Includes topic sentence methods, accordion paragraphs and essays, suggested topics for writing, four-step summary paragraphs, informal outlines, quick sketch stories, rubrics and scoring guides, active reading and listening strategies, and easy two-column notes.

Strategic Reading in the Content Areas: Practical Applications for Creating a Thinking Environment, Vol. 1 (PR1189)
Billmeyer, Rachel  BK
Examines the current information about the role of metacognition; the interactive reading ingredients (context, reader, text) and current research on vocabulary development. Features guidelines and strategies for teaching reading in all content areas, children's bibliography for all content areas and grade levels, and resources for special education, English Language Learners, and the young child.

Strategic Teacher, The: Selecting the Right Research-Based Strategy for Every Lesson (PR1195)
Silver, Harvey F., Richard W. Strong, and Matthew J. Perini  BK
This guide gives you teaching strategies for every grade and subject, with dozens of variations and clear steps and examples for how to implement them. To help you choose the right strategy, the authors include a Strategic Dashboard that makes it easy for you to match your strategy to your instructional objectives.

Strategies for Teaching Writing (IT0592)
Caswell, Roger and Brenda Mahler  BK
Effective research-based writing strategies provide all the materials needed to teach and assess the writing
process. The tools include how-to-use instructions, teaching suggestions, classroom examples, and cross-curricular activities.

**Strategies That Work: Teaching Comprehension to Enhance Understanding (PR1003)**
Harvey, Stephanie, and Anne Goodvis

Part I highlights what comprehension is and how to teach it, including the principles that guide practice. Part II contains lessons and practices for teaching comprehension, and ways to assess students’ thinking. Part III includes book lists to help teachers choose books for the purpose of reading comprehension instruction, specific curriculum topics, background knowledge books for reference for adults, magazines for young people, and professional journals that review books for classroom use, as well as a variety of forms that support strategy instruction and practice.

**Student Engagement: Creating a Culture of Academic Achievement (IT0633)**
Jones, Dr. Richard   2 DVD/CD/TG

The kit explains the psychological basis of disengagement and includes suggestions on how to make engagement a data-driven process, improve the school climate, and support teachers in developing engagement-based teaching and learning. Best practices from exemplary schools, checklists, and staff development activities are included, along with 2 DVD presentations: 2006 Model Schools Conference Student Engagement--Key to School Success with Dr. Willard Daggett and Dr. Marty Marrazo (75:00), and 2007 Model Schools Conference Student Engagement--Creating a Culture of Academic Achievement (60:00), as well as a CD with handouts and forms.

**Students Resolving Conflict: Peer Mediation in Schools (PR0921)**
Cohen, Richard   BK

This guide covers designing, implementing, and operating a successful program and includes sample mediation session transcripts, 12 conflict resolution lessons to facilitate teaching students, and reproducible forms for teacher/student orientation.

**Successful Applications of Brain-Based Learning (IT0453)**
Jensen, Eric   2 DVD

Disk 1: Practical Applications of Brain-Based Learning--helps the viewer make connections between what we know about the brain and what we can implement immediately in the classroom to enhance learning, and provides strategies to increase student motivation and learning. (36:00) Disk 2: The Fragile Brain: What Impairs Learning and What We Can Do About It--how to identify some of the problems, as well as the solutions to help students learn. Topics include attention problems, depression, anxiety and stress. (27:00)

**Summarization in Any Subject: 50 Techniques to Improve Student Learning (PR1172)**
Wormeli, Rick   BK

A classroom-tested collection of written, spoken, artistic, and kinesthetic summarization techniques for both individual assignments and group activities across the content areas to improve students' comprehension and boost their long-term memory. Wormeli also clarifies the process of teaching students how to summarize and includes a special section on the key skill of paraphrasing. Gr 3-12

**Super Mapping (IT0317)**
Jensen, Eric   DVD

Using patterns of organized notes, mapping is designed to appeal to both sides of the brain. It boosts your understanding, recall and learning environment. Highlights: live workshop-style demonstration, how mapping engages the brain, which colors to use and why, 12 criteria for success, how to teach mapping to others, and how to boost memory. (49:30)

**Super Strategies for Succeeding on the Standardized Tests: Reading/Language Arts (PR1055)**
Powell, Sara Davis   BK

Includes ways to prepare students for the reading and writing tests-approaches that won't compromise your curriculum or teaching philosophies. Covers reading comprehension, vocabulary, language arts mechanics, language arts expression, and spelling.

**Super Teaching (PR1042)**
Jensen, Eric   BK/CD

The author shows how to improve instructional effectiveness and optimize student learning with practical techniques such as matching instruction with learners' developmental stages, responding to unique learning styles with differentiated techniques, using assessment as part of instruction, addressing the learning needs of students in poverty, managing students' emotions with music and energizers, and practicing positive teaching mind-sets to enhance student results. CD (50:26) is a summary of the book recorded by Eric Jensen.

**Survival Guide for the First-Year Special Education Teacher, Revised Edition (PR0935)**
Cohen, Mary Kemper, et al.   BK

Tips on how to get organized, how to get to know the students, how to get along with co-workers and parents, as well as stress management tips to take care of yourself.

Block, Martin   BK

New to this edition are chapters on behavior management, classroom
Safety, adapted aquatics, and the social aspects of inclusion. Throughout the book, photocopiable forms enable teachers to provide quality, individualized physical education for all students as they help organize goals, plan activities, and track students' progress.

Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction (PR1207) Marzano, Robert J. BK

Using a framework for direct instruction and a list of over 8,000 basic and advanced terms, Dr. Marzano explains how to maximize students' understanding of new vocabulary by grouping words into semantic clusters to provide meaning through context, conducting a snapshot assessment to evaluate students' prior knowledge of vocabulary, using comparison, classification, analogy, and metaphor activities, and providing multiple exposures to words by using inventive games and other activities.

Teaching Basic Writing Skills: Strategies for Improving Expository Writing and Analytical Thinking (IT0660) Hochman, Judith DVD/BK

The book is broken into 2 comprehensive sections that support students in generating high-quality sentences; precise, clear paragraphs; and powerful, compelling compositions. DVD includes interactive PDFs and interactive whiteboard files of the outlines and many of the other templates presented in the book.

Teaching Beginning Reading and Writing With the Picture Word Inductive Model (PR0978) Calhoun, Emily BK

Engage students in shaking words out of a picture—words from their speaking vocabularies—to begin the process of building their reading and writing skills. Use the picture word inductive model (PWIM) to teach several skills simultaneously, beginning with the mechanics of forming letters to hearing and identifying the phonetic components of language, to classifying words and sentences, through forming paragraphs and stories based on observation.

Teaching Beginning Writing (LA0043) BK P, E

Activities address the stages of writing: pre-emergent, emergent, early developing, and established. Will help beginning writers learn how to: structure ideas and expand them, identify and describe story components, use graphic organizers and picture prompts, and self-edit their work.

Teaching Children Who Struggle with Mathematics: A Systematic Approach to Analysis and Correction (PR1154) Sherman, Helene et al. BK

Designed to help teachers assess the individual abilities and characteristics of children in grades 1-6 who underachieve in mathematics. The book contains case studies of underachieving math students and assorted examples of how teachers can assess and differentiate instruction for these students through the use of two key text features—the Data Analysis Sheet (DAs) and the Math Improvement Plan (MIP).

Teaching for Understanding: An ASCD Professional Inquiry Kit (IT0240) Danielson, Charlotte DVD/CH

Hands-on activities give practice in using physical models and graphic organizers to help students acquire learning. 8 folders/DVD (2:00:00)

Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities (PR1151) Browder, Diane, and Fred Spooner BK

This text shows educators how to adapt lessons in language arts, math, and science for students with disabilities, identify meaningful instructional content, create effective learning environments through instructional procedures such as peer tutoring, cooperative learning, and co-teaching, set appropriate expectations for student achievement, and align instruction with state content standards and alternate assessment.

Teaching our Children to Read: The Components of an Effective, Comprehensive Reading Program, 2nd Ed. (PR1085) Honig, Bill BK

Highlights include current research, instructional strategies that bring all students to higher levels of literacy, phonics instruction and fluency, multisyllabic word instruction, and more.


New to this edition: chapters on content-area literacy, English language learners, and intensive interventions; incorporates current research on each component of reading comprehension, discusses ways to align instruction with the Common Core State Standards with additional instructional activities throughout. Reproducible lesson plans and graphic organizers can be downloaded and printed in a convenient 8½" x 11" size.


Gives instructions on how to use the Teaching Reading Essentials videos and why, and includes complete discussion guides. Provides correlating page numbers in the Program Guide, length of video, identification of the featured teacher and students, and directions for locating the video on the disk.

Teaching Reading Essentials: Video Demonstrations of Small-Group Interventions (IT0621) Farrell, Linda, Whitney, Anne, and Louisa C. Moats 5 DVD/BK

Teaching Reading in Middle School (PR1038)  
Robb, Laura BK
A strategic approach to teaching reading that will result in an improvement in comprehension and thinking. Includes research as well as how to teach reading strategies across the curriculum, present mini-lessons that deepen students' knowledge of how specific strategies work, help kids apply the strategies through guided practices, support struggling readers by improving their reading motivation, and more.

Teaching Reading in Science (PR1185)  
Barton, Mary Lee, and Deborah Jordan BK
A companion to the “Teaching Reading in the Content Areas” (PR1159) this book includes suggestions on how to implement appropriate science readings into instruction and help students learn how to construct meaning from science textbooks incorporating a five-phase model (engage, explore, explain, elaborate, evaluate).

Teaching Reading in the Content Areas: If Not Me, Then Who?, 2nd Edition (PR1159)  
Billmeyer, Rachel, and Mary Lee Barton BK
Strategies that help students in every grade level develop their vocabularies, comprehend informational and narrative texts, and engage in meaningful discussions of what they read. This manual is intended to be a resource for teachers as they consider their curriculum objectives, the nature and needs of their students, and their personal teaching style. It can also serve as a guide for instructional planning and decision making when teaching reading in the content areas.

Teaching Reading Sourcebook 2nd Ed. (PR1216)  
Honig, Bill, et al. BK
Includes common core information, cross-references, and graphic explanations, explicit coverage (what? why? when? and how?) of the five essential components of reading instruction, and sample lesson models and resources to easily implement best practices.

Teaching Students With Autism (PR1177)  
Robinson, Teresa BK
Provides explanations of teaching strategies, step-by-step implementation guides and case studies for effectively making the connection to the child with autism.

Teaching Study Skills and Strategies to Students With Learning Disabilities, Attention Deficit Disorders, or Special Needs, 2nd Edition (PR0938)  
Strichart, Stephen, et al. BK
The activities provide opportunities for active learning and student practice in the study skills and strategies most important for students with special needs. Each chapter contains suggestions for using the activities, mastery assessment, and an answer key.

Teaching Tips: 105 Ways to Increase Motivation & Learning (PR0917)  
Rogers, Spence BK
Learn how to increase student motivation and learning by effectively using visuals, seating, lighting, colors, space, walls, and more, using do-able strategies for assessment, evaluation, rubrics, and grading that promote learning and commitment, building the 3 critical relationships for top achievement, and meeting students' 5 basic needs for top performance in classrooms.

Teaching Vocabulary Across the Content Areas: An ASCD Action Tool (IT0649)  
Blachowicz, Camille and Charlene Cobb BK
Tools that help students recognize the need to know academic terms and connect new words to their background knowledge, teach students how to use context, word structure, references, and other strategies to understand new words, and provide opportunities for students to practice vocabulary terms and expand their word knowledge.

Teaching What Matters Most: Standards and Strategies for Raising Student Achievement (PR1074)  
Strong, Richard, et al. BK
The authors lay out a blueprint for curriculum, instruction and assessment. Lesson plans, teaching practices, and assessment tools from real classrooms show how to ensure that standards stay focused on meaningful education.

Teaching With the Brain in Mind (PR0848)  
Jensen, Eric BK
This book balances the research and theory of the brain with successful tips and techniques for using that information in classrooms. Consider important questions such as: Biologically, can you truly expect to get and hold students' attention for long periods of time?, How has research on rewards been misinterpreted?, Do students actually "forget" what we teach them, or do we ask them to recall information in the wrong way?, and What are the surprising benefits for learning across the board when students participate in some sort of physical education or movement?

This guide offers specific tactics, concrete examples, and user-friendly information necessary to effectively and meaningfully include students with disabilities in district and state assessment systems. It features an array of tools, such as reproducible forms, checklists, handouts, and overheads; a comprehensive list of national and regional technical assistance and dissemination networks; and techniques for conducting staff development.

Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content  (PR0936)  Ciborowski, Jean    BK

Presents instructional techniques teachers can use to improve their students' willingness to work in mainstream textbooks. These techniques show students how they may best learn the new content in 3 phases: teachers prepare the student for new learning (Before Reading), help them learn (During Reading), and then help them integrate the new learning into what they already know (After Reading). Includes suggestions to sharpen teachers' consumer skills when selecting textbooks for a diverse population of readers.


This book makes the case for providing study skills instruction at the elementary and secondary school levels and identifies important study skills and how to teach them.


Offers guidelines for designing the cognitive supports to instructional materials for students with disabilities in general education classrooms.

Transforming Classroom Grading  (PR0991)  Marzano, Robert    BK

Discusses what should be included in them, how to use a rubric-based approach to assessment and reporting, how to compute final topic scores and final grades, and how technology can streamline the grading process. He also addresses 7 types of assessment, which, when coordinated, can provide a comprehensive view of student understanding and skill. Alternatives to report cards are suggested with overall grades and ways to phase in their use.

Treasure Chest of Behavioral Strategies for Individuals With Autism, A  (PR1080)  Fouse, Beth, and Maria Wheeler    BK

Learn why individuals with autism behave differently and how communication problems, sensory issues, and physiological needs affect their behavior. Addresses how to respond to social and emotional issues, structure the environment for success, increase desired behaviors/decrease unwanted behaviors, manage crises—aggression, temper-tantrums, self-stimulation, running away, sleep problems, and more. Final chapters explain how to create a behavior intervention plan and how to avoid common mistakes in implementing it.

Treating Explosive Kids: The Collaborative Problem-Solving Approach  (PR1174)  Greene, Ross, and J. Stuart Ablon    BK

This book provides a detailed framework for effective, individualized intervention factors that contribute to explosive and noncompliant behavior, remediate these factors, and teach children and their adult caregivers how to solve problems collaboratively. The book also describes challenges that may arise in implementing the model and provides clear and practical solutions. Two chapters focus on intervention in schools and in therapeutic/restrictive facilities.

Truth About Testing, The: An Educator's Call to Action  (PR1076)  Popham, W. James    BK

The author provides advice for distinguishing between sound and unsound large-scale tests, guidelines to help teachers maximize the instructional benefits properly constructed classroom tests can bring, and evidence-gathering strategies for teachers and administrators trying to survive and thrive in an accountability-driven environment.

Understanding by Design  (PR0951)  Wiggins, Grant, and Jay McTighe    BK

The authors explain the rationale of backward design, why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess can enrich student learning.

Understanding by Design  (IT0331)  Wiggins, Grant, and Jay McTighe    DVD/CD/TG

UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. Disk 1: What Is Understanding? explains the 6 facets of understanding using classroom scenes to show examples of how to help students understand content. (40:00) Disk 2: Using the Backward Design Process explains the need to focus unit design on helping students uncover and develop understanding rather than to cover content. (55:00) Disk 3: Refining Unit Designs explains techniques, and learn design standards and key questions that will help ensure the quality of the curriculum. (25:00)
The Unit Builder CD provides templates for building curriculum units in any grade level or subject area, advice on developing challenging learning outcomes and effective learning experiences, examples of exemplary lessons, teaching strategies, and assessments, self-tests to check your progress and evaluate your work.

### Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools (PR1140)

Johnson, Ruth  
BK

The author highlights compelling evidence that the inequities in academic achievement can be linked to school practices that inadvertently increase them. This book offers assistance for understanding, visioning, planning, and executing tactics.

### Using Vocabulary and Writing Strategies to Enhance Math Learning Grades 1-2 (IT0604)

Roach, Mona and Sue O'Connell  
DVD/TG  
E

Observe the critical importance of teacher questioning, modeling and demonstrations in developing students' mathematical thinking and writing in real classrooms. Students are engaged in a wide variety of developmentally appropriate writing tasks. Program segments: Building a Foundation for Primary Math Writing (28:00), Representing Math Thinking (13:00), and Writing in Math (29:00).

### Visual Tools for Constructing Knowledge (PR0993)

Hyerle, David  
BK

The book discusses three types of visual tools: brainstorming webs, task-specific organizers, and thinking-process maps. Sample lessons, assessments, and descriptions of visual tools in action are included.

### Visualizing and Verbalizing: For Language Comprehension and Thinking (PR0928)

Bell, Nanci  
BK

Discusses visualization as a primary factor basic to language comprehension and critical thinking. Describes the important questioning techniques that stimulate mental imagery, so the teacher can learn to help students visualize language and verbalize what they have imagined.

### Vocabulary Instruction for Struggling Students (PR1224)

Vadasy, Patricia F. and J. Ron Nelson  
BK

Guidance is provided on using word lists effectively and understanding how word features influence learning. The book also reviews available vocabulary assessment tools and describes how to implement them in a response-to-intervention framework.

### Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom (PR1053)

Pinnell, Gay Su, and Irene Fountas  
BK

A collection of articles written by 18 different educators explore letter and word learning in a variety of reading, writing, and language contexts. Includes practical information on how to engage in interactive writing and shared reading, use a word wall and word sorting, and use effective assessment tools.

### What Do I Do When...? How to Achieve Discipline With Dignity in the Classroom (PR0748)

Mendler, Allen  
BK

Understand the principles that place dignity at the core of classroom management, and explore what motivates misbehavior.

### What Great Teachers Do Differently: 17 Things That Matter Most, 2nd Ed. (PR1231)

Whitaker, Todd  
BK

This book frames the landscape of school from the perspective of great teachers. What do they see when they view their classrooms and the students in them? Where do they focus their attention? How do they spend their time and energy? What guides their decisions? How can we gain the same advantages?

### What Really Matters in Fluency: Research-Based Practices Across the Curriculum (PR1212)

Allington, Richard  
BK

The author provides a research-base that supports wide, free voluntary reading as an overlooked component in the development of reading fluency along with implications this has for planning fluency interventions. In addition, he provides a comprehensive discussion of the factors that inhibit fluency growth and a number of research-based instructional strategies and routines for turning struggling readers into fluent and achieving readers.

### What Works in Classroom Instruction: Research-Based Strategies (IT0545)

4 DVD/2 CD/TG

This anthology of 30 stories, poems, and personal essays features reflections on diversity—how it can be a positive, strengthening force in teaching and learning; effective strategies for teaching and learning within a diverse population; and practical information about running a writers retreat for teachers, including a sample writing workshop plan.
Understand how to reach high expectations by identifying targets of learning. View 9 classroom strategy groups: setting objectives and providing feedback; utilizing questions, cues, and advance organizers; summarizing and note taking; using non-linguistic representations; reinforcing effort and providing recognition; incorporating cooperative learning effectively; increasing value in homework and practice; identifying similarities and differences; generating and testing hypotheses. Elementary: Part 1 (45:00), Part 2 (50:00); Secondary: Part 1 (48:00), Part 2 (38:00). See also companion book Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (PR 011014-1).

What Works in Classroom Instruction: Research-Based Strategies - Secondary (IT0645)
Quakenboss, Salle CD
Teacher Edition of classroom examples.

What Works in Classroom Instruction: Research-Based Strategies Elementary Ed. (IT0644)
Quakenboss, Salle CD
Teacher Edition of classroom examples.

What Works in Schools: Translating Research Into Action (PR1192)
Marzano, Robert BK
Marzano defines the factors affecting student achievement and offers answers to such questions as which instructional strategies really work, why data is a critical component to school improvement, how critical are collegiality and professional development, and what types of parental and community involvement make a difference.

When Adolescents Can’t Read: Methods and Materials That Work (PR1031)
Curtis, Mary, and Ann Marie Longo BK
Based soundly in research and practice in reading and reading disabilities, the program in this book was developed at the world famous Boys Town in Nebraska to help its students recover from reading deficits. The book includes information on such topics as vocabulary development for reading and language, readability, standards that are useful for language and reading development, and how to assess vocabulary difficulty in books.

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom (PR1052)
Pinnell, Gay Su, and Irene Fountas BK
Presents essential information on designing and implementing a high-quality, systematic literacy program in which the central goal is to teach children to become "word solvers": readers who can take words apart while reading for meaning, and writers who can construct words while writing to communicate. Each topic is supported with a variety of tools: reproducible sheets for a word-study system and for writing workshop, lists of spelling mini-lessons, and extensive word lists, including frequently used words, antonyms, synonyms, and more.

You Can: Use an Interactive Whiteboard for Ages 7-11 (PR1200)
Cogill, Julie BK
Includes practical activities and ideas that you can begin using immediately. Lessons featured are created for teaching children aged 7-11 (gr 2-5). Includes chapters on: mathematics lessons, literacy, science, and foundation subjects.

English Language Learners, and challenge words.

Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12 (PR1041)
Allen, Janet BK
Offers research, practical methods, detailed strategies, and resources for read-aloud, shared, guided, and independent reading. The appendixes also include graphic organizers to support strategy lessons, title suggestions for building classroom libraries, as well as web sites and professional resources that support teaching.
## Alphabettical Title Listing - for the teacher

<table>
<thead>
<tr>
<th>Title</th>
<th>Catalog #</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Graphic Organizers for Reading, Writing &amp; More</td>
<td>PR 1162</td>
</tr>
<tr>
<td>Adapting Curriculum Materials Mini-Library</td>
<td>IT 0460</td>
</tr>
<tr>
<td>Adolescent Literacy Study Groups Module</td>
<td>IT 0629</td>
</tr>
<tr>
<td>Angling for Words</td>
<td>R 0689</td>
</tr>
<tr>
<td>Applied Differentiation: Making It Work in the Classroom - Elementary Edition</td>
<td>IT 0586</td>
</tr>
<tr>
<td>Applied Differentiation: Making It Work in the Classroom - Secondary Edition</td>
<td>IT 0587</td>
</tr>
<tr>
<td>Apprenticeship in Literacy: Transitions Across Reading and Writing</td>
<td>PR 1037</td>
</tr>
<tr>
<td>Art of Teaching Reading, The</td>
<td>PR 1039</td>
</tr>
<tr>
<td>Asperger Syndrome: Living Outside the Bell Curve</td>
<td>IT 0499</td>
</tr>
<tr>
<td>Asperger Syndrome: Success in the Mainstream Classroom</td>
<td>IT 0567</td>
</tr>
<tr>
<td>Asperger Syndrome: Transition to College and Work</td>
<td>IT 0606</td>
</tr>
<tr>
<td>Asperger's Syndrome: A Guide for Parents and Professionals</td>
<td>IT 0500</td>
</tr>
<tr>
<td>Assistive Technology: A Way to Differentiate Instruction for Students with Disabilities</td>
<td>IT 0617</td>
</tr>
<tr>
<td>At Work in the Differentiated Classroom</td>
<td>IT 0464</td>
</tr>
<tr>
<td>Balanced Assessment: Improving Student Achievement and Standardized Test Results</td>
<td>IT 0612</td>
</tr>
<tr>
<td>Becoming a Better Teacher: Eight Innovations That Work</td>
<td>PR 1007</td>
</tr>
<tr>
<td>Behavior Management Guidebook, The: 10 Key Training Components for Staff Development</td>
<td>IT 0607</td>
</tr>
<tr>
<td>Behavioral Intervention: Principles, Models, and Practices</td>
<td>PR 1099</td>
</tr>
<tr>
<td>Behavioral Support</td>
<td>PR 0931</td>
</tr>
<tr>
<td>Better IEP's</td>
<td>PR 0916</td>
</tr>
<tr>
<td>Beyond Discipline: From Compliance to Community</td>
<td>PR 0973</td>
</tr>
<tr>
<td>Beyond Leveled Books: Supporting Transitional Readers in Grades 2-5</td>
<td>PR 1115</td>
</tr>
<tr>
<td>Beyond the ADD Myth: Classroom Strategies and Techniques</td>
<td>IT 0280</td>
</tr>
<tr>
<td>Big Book of Reproducible Graphic Organizers, The</td>
<td>PR 1163</td>
</tr>
<tr>
<td>Brain Compatible Strategies</td>
<td>PR 0900</td>
</tr>
<tr>
<td>Brain Matters: Translating Research Into Classroom Practice</td>
<td>PR 1063</td>
</tr>
<tr>
<td>Breakthroughs: How to Reach Students With Autism</td>
<td>PR 1006</td>
</tr>
<tr>
<td>Bringing Words to Life: Robust Vocabulary Instruction</td>
<td>PR 1158</td>
</tr>
<tr>
<td>Building Academic Background Knowledge</td>
<td>IT 0588</td>
</tr>
<tr>
<td>Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms, Grades 6-12</td>
<td>PR 1180</td>
</tr>
<tr>
<td>Building Academic Vocabulary: Teacher’s Manual</td>
<td>PR 1150</td>
</tr>
<tr>
<td>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</td>
<td>PR 1170</td>
</tr>
<tr>
<td>Building Background Knowledge Through Wide Reading: A Five-Step Process</td>
<td>IT 0641</td>
</tr>
<tr>
<td>Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking</td>
<td>PR 1184</td>
</tr>
<tr>
<td>Bully Proofing</td>
<td>IT 0541</td>
</tr>
<tr>
<td>C.L.A.P.: A Sound Approach to Pre-Reading Skills</td>
<td>R 0699</td>
</tr>
<tr>
<td>Causes &amp; Cures in the Classroom: Getting to the Root of Academic and Behavior Problems</td>
<td>PR 1225</td>
</tr>
<tr>
<td>Change Over Time in Children’s Literacy Development</td>
<td>PR 1064</td>
</tr>
<tr>
<td>Checking for Understanding: Formative Assessment Techniques for Your Classroom</td>
<td>PR 1196</td>
</tr>
<tr>
<td>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</td>
<td>PR 1014</td>
</tr>
<tr>
<td>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement 2nd Edition</td>
<td>PR 1217</td>
</tr>
<tr>
<td>Title</td>
<td>Catalog #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Classroom Management that Works: Research-Based Strategies for Every Teacher</td>
<td>PR 1173</td>
</tr>
<tr>
<td>Cognitive Strategy Instruction That Really Improves Children’s Academic Performance</td>
<td>PR 1047</td>
</tr>
<tr>
<td>Collaborative Strategic Reading: Strategies for Improving Comprehension</td>
<td>R 0730</td>
</tr>
<tr>
<td>Collaborative Teaming</td>
<td>PR 0930</td>
</tr>
<tr>
<td>Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment</td>
<td>PR 1211</td>
</tr>
<tr>
<td>Common Sense of Differentiation, The: Meeting Specific Learner Needs in the Regular Classroom</td>
<td>IT 0613</td>
</tr>
<tr>
<td>Completing the Puzzle: The Brain-Compatible Approach to Learning</td>
<td>PR 0895</td>
</tr>
<tr>
<td>Complexities of Collaboration</td>
<td>IT 0442</td>
</tr>
<tr>
<td>Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers</td>
<td>PR 1187</td>
</tr>
<tr>
<td>Connecting With Students</td>
<td>PR 1124</td>
</tr>
<tr>
<td>Conversations: Strategies for Teaching, Learning, and Evaluating</td>
<td>PR 1040</td>
</tr>
<tr>
<td>Cooperative Discipline-Elementary</td>
<td>IT 0219</td>
</tr>
<tr>
<td>Cooperative Discipline-Secondary</td>
<td>IT 0229</td>
</tr>
<tr>
<td>Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom, 2nd Ed.</td>
<td>PR 0996</td>
</tr>
<tr>
<td>Cooperative Think Tank II, The: Graphic Organizers to Teach Thinking in the Cooperative Classroom</td>
<td>PR 0861</td>
</tr>
<tr>
<td>Cooperative Think Tank, The: Graphic Organizers to Teach Thinking in the Cooperative Classroom</td>
<td>PR 0860</td>
</tr>
<tr>
<td>Craft Lessons: Teaching Writing K-8</td>
<td>PR 1087</td>
</tr>
<tr>
<td>Creating Writers Through 6-Trait Writing Assessment and Instruction</td>
<td>PR 1107</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>IT 0235</td>
</tr>
<tr>
<td>Curriculum Mapping: Charting the Course for Content</td>
<td>IT 0284</td>
</tr>
<tr>
<td>Designing Personalized Learning for Every Student</td>
<td>PR 1111</td>
</tr>
<tr>
<td>Developing Educationally Relevant IEPs: A Technical Assistance Document for Speech-Language Pathologists</td>
<td>PR 1147</td>
</tr>
<tr>
<td>Diagnostic Teacher, The: Constructing New Approaches to Professional Development</td>
<td>PR 1126</td>
</tr>
<tr>
<td>Different Brains, Different Learners: How to Reach the Hard to Teach</td>
<td>PR 1050</td>
</tr>
<tr>
<td>Differentiated Approach to the Common Core, A: How do I help a broad range of learners succeed with challenging curriculum?</td>
<td>PR 1221</td>
</tr>
<tr>
<td>Differentiated Classroom, The: Responding to the Needs of all Learners</td>
<td>PR 0855</td>
</tr>
<tr>
<td>Differentiating Instruction</td>
<td>IT 0224</td>
</tr>
<tr>
<td>Differentiating Instruction for Mixed-Ability Classrooms: An ASCD Professional Inquiry Kit</td>
<td>IT 0241</td>
</tr>
<tr>
<td>Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators</td>
<td>PR 1132</td>
</tr>
<tr>
<td>Differentiating Instruction with Menus: Math, Grades 3-5, 2nd Ed.</td>
<td>PR 1234</td>
</tr>
<tr>
<td>Differentiating Instruction with Menus: Math, Grades 6-8</td>
<td>PR 1235</td>
</tr>
<tr>
<td>Differentiating Instruction with Menus: Math, Grades K-2</td>
<td>PR 1233</td>
</tr>
<tr>
<td>Differentiating Instruction: Planning for Universal Design and Teaching for College and Career Readiness, 2nd Ed.</td>
<td>PR 1232</td>
</tr>
<tr>
<td>Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 5-9</td>
<td>PR 1152</td>
</tr>
<tr>
<td>Dimensions of Learning</td>
<td>IT 0289</td>
</tr>
<tr>
<td>Discipline With Dignity</td>
<td>IT 0726</td>
</tr>
<tr>
<td>Discovering and Exploring Habits of Mind</td>
<td>PR 0980</td>
</tr>
<tr>
<td>Early Detection of Reading Difficulties, The</td>
<td>PR 0715</td>
</tr>
<tr>
<td>Educating Culturally and Linguistically Diverse Students: An ASCD Professional Inquiry Kit</td>
<td>IT 0337</td>
</tr>
<tr>
<td>Educational Care: A System for Understanding and Helping Children with Learning Differences at Home and at School, 2nd Edition</td>
<td>PR 1142</td>
</tr>
<tr>
<td>Educator’s Guide to Preventing and Solving Discipline Problems</td>
<td>PR 1190</td>
</tr>
<tr>
<td>Effective Instruction for Special Education</td>
<td>PR 0883</td>
</tr>
<tr>
<td>Enhancing Professional Practice: A Framework of Teaching</td>
<td>PR 0881</td>
</tr>
<tr>
<td>Title</td>
<td>Catalog #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Essential Sight Words Program</td>
<td>R 0664</td>
</tr>
<tr>
<td>Executive Skills and Reading Comprehension: A Guide for Educators</td>
<td>PR 1237</td>
</tr>
<tr>
<td>Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson</td>
<td>PR 1213</td>
</tr>
<tr>
<td>Exploring Classroom Assessment in Mathematics: A Guide for Professional Development</td>
<td>PR 0982</td>
</tr>
<tr>
<td>Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom</td>
<td>PR 1230</td>
</tr>
<tr>
<td>Field Guide to Using Visual Tools, A</td>
<td>PR 0994</td>
</tr>
<tr>
<td>Fifty Strategies for Teaching English Language Learners</td>
<td>PR 1068</td>
</tr>
<tr>
<td>First Grade PALS (Peer-Assisted Literacy Strategies)</td>
<td>R 0717</td>
</tr>
<tr>
<td>Fluency Foundation</td>
<td>R 0724</td>
</tr>
<tr>
<td>Formative Assessment in Content Areas: Elementary School</td>
<td>IT 0653</td>
</tr>
<tr>
<td>Formative Assessment in Content Areas: High School</td>
<td>IT 0655</td>
</tr>
<tr>
<td>Formative Assessment in Content Areas: Middle School</td>
<td>IT 0654</td>
</tr>
<tr>
<td>Framework for Understanding Poverty, A, Third Edition</td>
<td>PR 0872</td>
</tr>
<tr>
<td>From Gobbledygook to Clearly Written Annual IEP Goals</td>
<td>PR 1210</td>
</tr>
<tr>
<td>From Rage to Hope: Strategies for Reclaiming Black and Hispanic Students</td>
<td>PR 0770</td>
</tr>
<tr>
<td>Functional Behavioral Assessment: An Interactive Training Module</td>
<td>IT 0403</td>
</tr>
<tr>
<td>Golden Principles of Explicit Instruction</td>
<td>IT 0661</td>
</tr>
<tr>
<td>Grading Exceptional and Struggling Learners</td>
<td>PR 1214</td>
</tr>
<tr>
<td>Graphic Organizers...Helping Children Think Visually</td>
<td>PR 0890</td>
</tr>
<tr>
<td>Graphic Organizers: Visual Strategies for Active Learning</td>
<td>PR 0919</td>
</tr>
<tr>
<td>Great Habits, Great Readers: A Practical Guide for K-4 Reading in the Light of Common Core</td>
<td>PR 1227</td>
</tr>
<tr>
<td>Great Leaps Reading Program Grades 6-8</td>
<td>R 0733</td>
</tr>
<tr>
<td>Great Leaps Reading Program Grades 9-12</td>
<td>R 0732</td>
</tr>
<tr>
<td>Great Memory Book, The</td>
<td>PR 1036</td>
</tr>
<tr>
<td>Great Teaching With Graphic Organizers</td>
<td>PR 0924</td>
</tr>
<tr>
<td>Guide to Teaching Phonics, A</td>
<td>R 0053</td>
</tr>
<tr>
<td>Guided Reading: Making It Work</td>
<td>PR 1046</td>
</tr>
<tr>
<td>Guided Reading: The Four Blocks Way</td>
<td>PR 1102</td>
</tr>
<tr>
<td>Guiding Literacy Learners</td>
<td>PR 1026</td>
</tr>
<tr>
<td>Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy</td>
<td>PR 1057</td>
</tr>
<tr>
<td>Guiding the Reading Process: Techniques and Strategies for Successful Instruction in K-8 Classrooms</td>
<td>PR 1017</td>
</tr>
<tr>
<td>Helping Disruptive and Unresponsive Students</td>
<td>IT 0652</td>
</tr>
<tr>
<td>High-Impact Instruction: A Framework for Great Teaching</td>
<td>PR 1238</td>
</tr>
<tr>
<td>Hot Tips: 30 Ways to Increase Student Engagement</td>
<td>PR 1034</td>
</tr>
<tr>
<td>How to Access Higher-Order Thinking Skills in Your Classroom</td>
<td>PR 1222</td>
</tr>
<tr>
<td>How to be a Para Pro: A Comprehensive Training Manual For Paraprofessionals</td>
<td>PR 1122</td>
</tr>
<tr>
<td>How to Conduct Collaborative Action Research</td>
<td>PR 0975</td>
</tr>
<tr>
<td>How to Conduct Successful Socratic Seminars</td>
<td>IT 0306</td>
</tr>
<tr>
<td>How to Develop Student Creativity</td>
<td>PR 1029</td>
</tr>
<tr>
<td>How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition</td>
<td>PR 0810</td>
</tr>
<tr>
<td>How to Excel at Verbal Intervention, Using Your Verbal Intervention Techniques as Effective Defusion Strategies</td>
<td>IT 0367</td>
</tr>
<tr>
<td>How to Reach &amp; Teach all Students in the Inclusive Classroom</td>
<td>PR 0833</td>
</tr>
<tr>
<td>How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children With Attention Problems and Hyperactivity</td>
<td>PR 0796</td>
</tr>
<tr>
<td>How to Teach People with Profound Developmental Disabilities (Including How to Run a Group Activity)</td>
<td>IT 0608</td>
</tr>
<tr>
<td>How to Teach Spelling</td>
<td>R 0734</td>
</tr>
<tr>
<td>Title</td>
<td>Catalog #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>How to Use Differentiated Instruction With Students With Developmental Disabilities in the General Education Classroom</td>
<td>PR 1165</td>
</tr>
<tr>
<td>How to Use Graphic Organizers to Promote Student Thinking</td>
<td>IT 0308</td>
</tr>
<tr>
<td>I Can Learn! Strategies and Activities for Gray-Area Children</td>
<td>PR 0997</td>
</tr>
<tr>
<td>I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers</td>
<td>PR 0998</td>
</tr>
<tr>
<td>I See What You Mean: Children at Work With Visual Information</td>
<td>PR 0999</td>
</tr>
<tr>
<td>IEP Companion, The: Communication Goals for Therapy In and Out of the Classroom</td>
<td>PR 1141</td>
</tr>
<tr>
<td>Implementing Mastery Learning</td>
<td>PR 0746</td>
</tr>
<tr>
<td>In the Middle: Writing, Reading and Learning With Adolescents</td>
<td>PR 0730</td>
</tr>
<tr>
<td>Inclusion Strategies That Work!: Research-Based Methods for the Classroom</td>
<td>PR 1197</td>
</tr>
<tr>
<td>Inclusion: A Service, Not A Place--A Whole School Approach</td>
<td>IT 0514</td>
</tr>
<tr>
<td>Inclusion: An Essential Guide for the Paraprofessional</td>
<td>PR 0949</td>
</tr>
<tr>
<td>Inclusive Classrooms From A to Z: A Handbook for Educators</td>
<td>PR 1024</td>
</tr>
<tr>
<td>Inclusive Programming for Elementary Students With Autism</td>
<td>PR 1133</td>
</tr>
<tr>
<td>Inclusive Programming for Middle School Students With Autism/Asperger's Syndrome: Topics and Issues for Consideration by Teachers and Parents</td>
<td>PR 1134</td>
</tr>
<tr>
<td>Informal Assessments for Transition Planning</td>
<td>T 0119</td>
</tr>
<tr>
<td>Informal Assessments for Transition: Employment and Career Planning</td>
<td>T 0116</td>
</tr>
<tr>
<td>Informal Assessments for Transition: Independent Living and Community Participation</td>
<td>T 0118</td>
</tr>
<tr>
<td>Informal Assessments for Transition: Postsecondary Education and Training</td>
<td>T 0117</td>
</tr>
<tr>
<td>Informal Reading Assessments</td>
<td>R 0688</td>
</tr>
<tr>
<td>Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices</td>
<td>PR 1188</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Facilitators Guide: Tape 1-4</td>
<td>IT 0584</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Facilitators Guide: Tape 5-7</td>
<td>IT 0585</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Tape 1: Learning Contracts</td>
<td>IT 0577</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Tape 2: Intelligence Preferences</td>
<td>IT 0578</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Tape 3: Tiered Assignments</td>
<td>IT 0579</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Tape 4: Complex Instruction</td>
<td>IT 0580</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Tape 5: RAFT Assignments</td>
<td>IT 0581</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Tape 6: Centers</td>
<td>IT 0582</td>
</tr>
<tr>
<td>Instructional Strategies for the Differentiated Classroom Tape 7: WebQuests</td>
<td>IT 0583</td>
</tr>
<tr>
<td>Intelligence Reframed: Multiple Intelligences for the 21st Century</td>
<td>PR 1088</td>
</tr>
<tr>
<td>Interactive Writing: How Language &amp; Literacy Come Together, K-2</td>
<td>PR 1058</td>
</tr>
<tr>
<td>Interdisciplinary Curriculum: Design and Implementation</td>
<td>PR 0825</td>
</tr>
<tr>
<td>Is That a Fact?: Teaching Nonfiction Writing K-3</td>
<td>PR 1109</td>
</tr>
<tr>
<td>I've DIBEL'd, Now What? Designing Interventions with DIBELS Data</td>
<td>T 0106</td>
</tr>
<tr>
<td>Kidspiration in the Classroom (Grades K-5): Standards-Aligned Lesson Plans</td>
<td>PR 1161</td>
</tr>
<tr>
<td>Landmark Method for Teaching Arithmetic, The</td>
<td>PR 1153</td>
</tr>
<tr>
<td>Language! A Literacy Intervention Curriculum Grades 1-12: Instructional Resource Guide for Teachers</td>
<td>LA 0006</td>
</tr>
<tr>
<td>Language! A Literacy Intervention Curriculum, Level 1</td>
<td>LA 0007</td>
</tr>
<tr>
<td>Language! Morphemes for Meaning</td>
<td>LA 0009</td>
</tr>
<tr>
<td>Language! Practice</td>
<td>LA 0008</td>
</tr>
<tr>
<td>Leadership for Differentiating Schools and Classrooms</td>
<td>PR 1070</td>
</tr>
<tr>
<td>Leading and Managing a Differentiated Classroom</td>
<td>PR 1208</td>
</tr>
<tr>
<td>Leading with Reading in Grades 7-12</td>
<td>IT 0631</td>
</tr>
<tr>
<td>Learning &amp; Memory: The Brain in Action</td>
<td>PR 1072</td>
</tr>
<tr>
<td>Learning Disabilities and Social Skills: Last One Picked...First One Picked On</td>
<td>IT 0148</td>
</tr>
<tr>
<td>Title</td>
<td>Catalog #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Learning Styles and Strategies</td>
<td>PR 0864</td>
</tr>
<tr>
<td>Learning With the Body in Mind: The Scientific Basis for Energizers, Movement, Play, Games, and Physical Education</td>
<td>PR 1060</td>
</tr>
<tr>
<td>Lesson Collection, The: RAFT--Role/Audience/Format/Topic</td>
<td>IT 0534</td>
</tr>
<tr>
<td>Lesson Collection, The: SQ3R--Survey/Question/Read/Recite/Review</td>
<td>IT 0533</td>
</tr>
<tr>
<td>Lesson Plan Book for the Diverse Classroom: Planning for Accessibility through Universal Design for Learning (UDL), Elementary Edition</td>
<td>PR 1175</td>
</tr>
<tr>
<td>Leveled Books for Readers Grades 3-6</td>
<td>PR 1114</td>
</tr>
<tr>
<td>Literacy Centers: What Your Other Kids do During Guided-Reading Groups</td>
<td>PR 1044</td>
</tr>
<tr>
<td>Literacy Leadership for Grades 5-12</td>
<td>PR 1156</td>
</tr>
<tr>
<td>Literacy Plus: An Integrated Approach to Teaching Reading, Writing, Vocabulary, and Reasoning</td>
<td>R 0521</td>
</tr>
<tr>
<td>Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading</td>
<td>PR 1157</td>
</tr>
<tr>
<td>Literacy Strategies for Improving Mathematics Instruction</td>
<td>PR 1183</td>
</tr>
<tr>
<td>Literacy Techniques for Building Successful Readers and Writers</td>
<td>PR 1025</td>
</tr>
<tr>
<td>Literature &amp; Science Breakthroughs: Connecting Language and Science Skills in the Elementary Classroom</td>
<td>PR 1019</td>
</tr>
<tr>
<td>Literature Circles: Voice and Choice in Book Clubs &amp; Reading Groups</td>
<td>PR 1128</td>
</tr>
<tr>
<td>Logistics of Literacy Intervention, The: A Planning Guide for Middle and High Schools</td>
<td>PR 1199</td>
</tr>
<tr>
<td>Looking Together at Student Work: A Companion Guide to Assessing Student Learning</td>
<td>PR 1144</td>
</tr>
<tr>
<td>Louder Than Words: How to Intervene With Nonverbal Individuals</td>
<td>IT 0368</td>
</tr>
<tr>
<td>Magic of Motivation, The: Strategies for Paraeducators</td>
<td>PR 1201</td>
</tr>
<tr>
<td>Make It Stick: The Science of Successful Learning</td>
<td>PR 1228</td>
</tr>
<tr>
<td>Making Math Real: An Overview</td>
<td>IT 0643</td>
</tr>
<tr>
<td>Managing Chronic Illness in the Classroom</td>
<td>PR 1131</td>
</tr>
<tr>
<td>Managing Oppositional Youth</td>
<td>IT 0563</td>
</tr>
<tr>
<td>Managing the Disruptive Classroom: Strategies for Educators</td>
<td>IT 0565</td>
</tr>
<tr>
<td>Managing Today's Classroom</td>
<td>IT 0292</td>
</tr>
<tr>
<td>Mapping Inner Space: Learning and Teaching Mind Mapping</td>
<td>PR 0902</td>
</tr>
<tr>
<td>Mapping the Big Picture: Integrating Curriculum and Assessment K-12</td>
<td>PR 0849</td>
</tr>
<tr>
<td>Matching Books to Readers: Using Leveled Books in Guided Reading, K-3</td>
<td>R 0661</td>
</tr>
<tr>
<td>Math Wonders to Inspire Teachers and Students</td>
<td>PR 1169</td>
</tr>
<tr>
<td>Math...Who Needs It?</td>
<td>IT 0593</td>
</tr>
<tr>
<td>Maureen Auman's Practical Writing Series</td>
<td>IT 0616</td>
</tr>
<tr>
<td>Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher</td>
<td>PR 1108</td>
</tr>
<tr>
<td>Mindful School, The: How to Teach for Transfer</td>
<td>PR 0863</td>
</tr>
<tr>
<td>Misunderstood Minds: Searching for Success in School</td>
<td>IT 0638</td>
</tr>
<tr>
<td>Modifying Schoolwork</td>
<td>PR 0932</td>
</tr>
<tr>
<td>Modifying The Four Blocks for Upper Grades: Matching Strategies to Students' Needs</td>
<td>PR 1146</td>
</tr>
<tr>
<td>More Power: Instruction in Co-Taught Classrooms</td>
<td>IT 0658</td>
</tr>
<tr>
<td>Multiple Intelligences in the Classroom, 2nd Edition</td>
<td>PR 0986</td>
</tr>
<tr>
<td>Multiple Intelligences: The Complete MI Book</td>
<td>PR 1090</td>
</tr>
<tr>
<td>Multisensory Teaching of Basic Language Skills</td>
<td>PR 1105</td>
</tr>
<tr>
<td>Music With the Brain in Mind</td>
<td>PR 1059</td>
</tr>
<tr>
<td>Myth of Laziness, The</td>
<td>PR 1143</td>
</tr>
<tr>
<td>Navigating the World of Autism: Adults with Autism Spectrum Disorders</td>
<td>IT 0609</td>
</tr>
<tr>
<td>Never Too Early to Write: Adventures in the K-1 Writing Workshop</td>
<td>PR 1106</td>
</tr>
<tr>
<td>New Basics, The: Education and the Future of Work in the Telematic Age</td>
<td>PR 1112</td>
</tr>
<tr>
<td>No Contest: The Case Against Competition</td>
<td>PR 0802</td>
</tr>
<tr>
<td>Title</td>
<td>Catalog #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Nonfiction Matters: Reading, Writing, and Research in Grades 3-8</td>
<td>PR 1000</td>
</tr>
<tr>
<td>Observation Survey of Early Literacy Achievement, An</td>
<td>PR 0886</td>
</tr>
<tr>
<td>OCD in the Classroom</td>
<td>IT 0620</td>
</tr>
<tr>
<td>O-G Whiz! A Teacher’s Resource Book of Games &amp; Activities Reinforcing O-G Skills</td>
<td>R 0727</td>
</tr>
<tr>
<td>On Solid Ground: Strategies for Teaching Reading K-3</td>
<td>PR 1061</td>
</tr>
<tr>
<td>One Million Children: Success for All</td>
<td>PR 1089</td>
</tr>
<tr>
<td>One-Minute Academic Functional Assessment and Interventions</td>
<td>PR 1178</td>
</tr>
<tr>
<td>Open-ended Questions in Elementary Mathematics: Instructions and Assessment</td>
<td>PR 0941</td>
</tr>
<tr>
<td>Paraeducator Handbook: The Essential Guide</td>
<td>PR 1202</td>
</tr>
<tr>
<td>Paraeducators as Partners: Building a Team for the Inclusive Classroom</td>
<td>PR 0943</td>
</tr>
<tr>
<td>Paraprofessional Power</td>
<td>PR 1203</td>
</tr>
<tr>
<td>Paraprofessionals as Reading Tutors</td>
<td>R 0719</td>
</tr>
<tr>
<td>Paraprofessional’s Guide to the Inclusive Classroom: Working as a Team</td>
<td>PR 1121</td>
</tr>
<tr>
<td>ParaReading: A Training Guide for Tutors</td>
<td>IT 0624</td>
</tr>
<tr>
<td>Patterns for Success in Reading and Spelling: A Multisensory Approach to Teaching Phonics and Word Analysis</td>
<td>R 0659</td>
</tr>
<tr>
<td>Phonemic Awareness in Young Children</td>
<td>LA 0021</td>
</tr>
<tr>
<td>Phonics</td>
<td>PR 1023</td>
</tr>
<tr>
<td>Phonological Awareness Training for Reading</td>
<td>LA 0004</td>
</tr>
<tr>
<td>Picture Exchange Communication System Training Manual, The, 2nd Ed.</td>
<td>IT 0630</td>
</tr>
<tr>
<td>Portfolio Organizer, The: Succeeding With Portfolios in Your Classroom</td>
<td>PR 1010</td>
</tr>
<tr>
<td>Portfolios in the Classroom: Tools for Learning and Instruction</td>
<td>PR 1033</td>
</tr>
<tr>
<td>Prescription for Improved Instruction</td>
<td>PR 0686</td>
</tr>
<tr>
<td>Preventing Academic Failure: A Multisensory Curriculum for Teaching Reading, Spelling and Handwriting in the Elementary Classroom</td>
<td>R 0728</td>
</tr>
<tr>
<td>Preventing Early Learning Failure</td>
<td>PR 1065</td>
</tr>
<tr>
<td>Primary Literacy Centers: Making Reading and Writing Stick</td>
<td>PR 1127</td>
</tr>
<tr>
<td>Primary Literacy Video Collection, The: Guided Reading</td>
<td>PR 1103</td>
</tr>
<tr>
<td>Professional Development For Differentiating Instruction: An ASCD Action Tool</td>
<td>IT 0659</td>
</tr>
<tr>
<td>Promoting Learning Through Student Data: An ASCD Professional Inquiry Kit</td>
<td>IT 0415</td>
</tr>
<tr>
<td>Promoting Social and Emotional Learning: Guidelines for Educators</td>
<td>PR 0992</td>
</tr>
<tr>
<td>Punished by Rewards: The Trouble With Gold Stars, Incentive Plans, A's, Praise, and Other Bribes</td>
<td>PR 0803</td>
</tr>
<tr>
<td>Quality School Teacher, The</td>
<td>PR 0782</td>
</tr>
<tr>
<td>Quick Activities to Build a Very Voluminous Vocabulary</td>
<td>R 0722</td>
</tr>
<tr>
<td>Quick-Guides to Inclusion Ideas for Educating Students With Disabilities</td>
<td>IT 0396</td>
</tr>
<tr>
<td>Read, Write, Spell</td>
<td>PR 1016</td>
</tr>
<tr>
<td>Reading by the Colors: Overcoming Dyslexia and Other Reading Disabilities Through the Irlen Method</td>
<td>R 0686</td>
</tr>
<tr>
<td>Reading for Older Struggling Students</td>
<td>IT 0648</td>
</tr>
<tr>
<td>Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms</td>
<td>PR 1167</td>
</tr>
<tr>
<td>Reading Recovery: A Guidebook for Teachers in Training</td>
<td>PR 0887</td>
</tr>
<tr>
<td>Reading Strategies for the Content Areas, Volume 1: An ASCD Action Tool</td>
<td>IT 0590</td>
</tr>
<tr>
<td>Reading Strategies for the Content Areas, Volume 2: An ASCD Action Tool</td>
<td>IT 0591</td>
</tr>
<tr>
<td>Reading Strategies That Work: Helping Young Readers Develop Independent Reading Skills</td>
<td>R 0684</td>
</tr>
<tr>
<td>Reading Teacher's Book of Lists, The</td>
<td>PR 0845</td>
</tr>
<tr>
<td>Reading: The Patterning of Complex Behavior</td>
<td>PR 0716</td>
</tr>
<tr>
<td>Catalog #</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PR 0988</td>
<td>Reclaiming At-Risk Youth for the 21st Century Workplace: A Case Study</td>
</tr>
<tr>
<td>PR 1240</td>
<td>Reflection Guide to Better Conversations, The: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected</td>
</tr>
<tr>
<td>PR 1001</td>
<td>Reluctant Readers: Connecting Students and Books for Successful Reading Experiences</td>
</tr>
<tr>
<td>PR 1171</td>
<td>Research-Based Methods of Reading Instruction, Grades K-3</td>
</tr>
<tr>
<td>PR 1181</td>
<td>Rethinking Preparation for Content Area Teaching: The Reading Apprenticeship Approach</td>
</tr>
<tr>
<td>R 0718</td>
<td>REWARDS (Reading Excellence: Word Attack &amp; Rate Development Strategies)</td>
</tr>
<tr>
<td>IT 0637</td>
<td>REWARDS Writing: Sentence Refinement</td>
</tr>
<tr>
<td>IT 0626</td>
<td>RTI Tackles Reading: Grades K-6</td>
</tr>
<tr>
<td>IT 0625</td>
<td>RTI Tackles the LD Explosion: A Good IDEA Becomes Law</td>
</tr>
<tr>
<td>PR 1182</td>
<td>RTI: The Classroom Connection for Literacy: Reading Intervention and Measurement, Hunches are Out, Data is In</td>
</tr>
<tr>
<td>PR 1220</td>
<td>Rubric for Educating Adolescents with Disabilities, A</td>
</tr>
<tr>
<td>IT 0423</td>
<td>Running Records: A Self-Tutoring Guide</td>
</tr>
<tr>
<td>PR 1118</td>
<td>Scaffolding Young Writers: A Writer’s Workshop Approach</td>
</tr>
<tr>
<td>PR 1086</td>
<td>Schools That Work: Where all Children Read and Write</td>
</tr>
<tr>
<td>IT 0566</td>
<td>Seeds of Self-Esteem</td>
</tr>
<tr>
<td>IT 0623</td>
<td>Self-Directed IEP Kit</td>
</tr>
<tr>
<td>PR 1117</td>
<td>Shaping Literate Minds: Developing Self-Regulated Learners</td>
</tr>
<tr>
<td>IT 0642</td>
<td>Six-Step Process for Teaching Vocabulary, A</td>
</tr>
<tr>
<td>PR 1129</td>
<td>Snapshots: Literacy Mini-Lessons Up Close</td>
</tr>
<tr>
<td>PR 1011</td>
<td>So Each May Learn: Integrating Learning Styles and Multiple Intelligences</td>
</tr>
<tr>
<td>PR 1148</td>
<td>Solving the Grading Puzzle for Students with Disabilities</td>
</tr>
<tr>
<td>R 0710</td>
<td>Sound Reading Elementary Classroom Set</td>
</tr>
<tr>
<td>R 0714</td>
<td>Sound Reading Teens, 20's and Beyond Classroom Set</td>
</tr>
<tr>
<td>LA 0011</td>
<td>Sounds of Our Language</td>
</tr>
<tr>
<td>PR 1022</td>
<td>Spelling Instruction That Makes Sense</td>
</tr>
<tr>
<td>PR 0663</td>
<td>Spelling Skills for Active Learning: Working With Words</td>
</tr>
<tr>
<td>PR 1002</td>
<td>Spelling Teacher’s Book of Lists, The</td>
</tr>
<tr>
<td>R 0735</td>
<td>Starting Over: A Combined Teaching Manual and Student Workbook for Reading, Writing, Spelling, Vocabulary, and Handwriting</td>
</tr>
<tr>
<td>IT 0611</td>
<td>Step Up to Writing, 2nd Ed.</td>
</tr>
<tr>
<td>PR 1189</td>
<td>Strategic Reading in the Content Areas: Practical Applications for Creating a Thinking Environment, Vol. 1</td>
</tr>
<tr>
<td>PR 1195</td>
<td>Strategic Teacher, The: Selecting the Right Research-Based Strategy for Every Lesson</td>
</tr>
<tr>
<td>PR 1236</td>
<td>Strategies for Differentiating Instruction: Best Practices for the Classroom, 3rd Ed.</td>
</tr>
<tr>
<td>IT 0592</td>
<td>Strategies for Teaching Writing</td>
</tr>
<tr>
<td>PR 1003</td>
<td>Strategies That Work: Teaching Comprehension to Enhance Understanding</td>
</tr>
<tr>
<td>IT 0633</td>
<td>Student Engagement: Creating a Culture of Academic Achievement</td>
</tr>
<tr>
<td>PR 0921</td>
<td>Students Resolving Conflict: Peer Mediation in Schools</td>
</tr>
<tr>
<td>IT 0453</td>
<td>Successful Applications of Brain-Based Learning</td>
</tr>
<tr>
<td>PR 1172</td>
<td>Summarization in Any Subject: 50 Techniques to Improve Student Learning</td>
</tr>
<tr>
<td>IT 0317</td>
<td>Super Mapping</td>
</tr>
<tr>
<td>R 1055</td>
<td>Super Strategies for Succeeding on the Standardized Tests: Reading/Language Arts</td>
</tr>
<tr>
<td>PR 1042</td>
<td>Super Teaching</td>
</tr>
<tr>
<td>PR 0935</td>
<td>Survival Guide for the First-Year Special Education Teacher, Revised Edition</td>
</tr>
<tr>
<td>IT 0527</td>
<td>Teach Me Different! Successful Strategies for Teaching Children Who Learn Differently</td>
</tr>
<tr>
<td>PR 1030</td>
<td>Teacher's Guide to Working With Paraeducators and Other Classroom Aides, A</td>
</tr>
</tbody>
</table>

41
<table>
<thead>
<tr>
<th>Title</th>
<th>Catalog #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction</td>
<td>PR 1207</td>
</tr>
<tr>
<td>Teaching Basic Writing Skills: Strategies for Improving Expository Writing and Analytical Thinking</td>
<td>IT 0660</td>
</tr>
<tr>
<td>Teaching Beginning Reading and Writing With the Picture Word Inductive Model</td>
<td>PR 0978</td>
</tr>
<tr>
<td>Teaching Beginning Writing</td>
<td>LA 0043</td>
</tr>
<tr>
<td>Teaching Children Who Struggle with Mathematics: A Systematic Approach to Analysis and Correction</td>
<td>PR 1154</td>
</tr>
<tr>
<td>Teaching for Understanding: An ASCD Professional Inquiry Kit</td>
<td>IT 0240</td>
</tr>
<tr>
<td>Teaching Language Arts, Math, &amp; Science to Students with Significant Cognitive Disabilities</td>
<td>PR 1151</td>
</tr>
<tr>
<td>Teaching our Children to Read: The Components of an Effective, Comprehensive Reading Program, 2nd Ed.</td>
<td>PR 1085</td>
</tr>
<tr>
<td>Teaching Reading Comprehension to Students with Learning Difficulties, Second Edition</td>
<td>PR 1223</td>
</tr>
<tr>
<td>Teaching Reading Essentials: The Coach’s Guide</td>
<td>IT 0651</td>
</tr>
<tr>
<td>Teaching Reading Essentials: Video Demonstrations of Small-Group Interventions</td>
<td>IT 0621</td>
</tr>
<tr>
<td>Teaching Reading in Middle School</td>
<td>PR 1038</td>
</tr>
<tr>
<td>Teaching Reading in Science</td>
<td>PR 1185</td>
</tr>
<tr>
<td>Teaching Reading in the Content Areas: If Not Me, Then Who?, 2nd Edition</td>
<td>PR 1159</td>
</tr>
<tr>
<td>Teaching Reading Sourcebook 2nd Ed.</td>
<td>PR 1216</td>
</tr>
<tr>
<td>Teaching Students With Autism</td>
<td>PR 1177</td>
</tr>
<tr>
<td>Teaching Study Skills and Strategies to Students With Learning Disabilities, Attention Deficit Disorders, or Special Needs, 2nd Edition</td>
<td>PR 0938</td>
</tr>
<tr>
<td>Teaching Tips: 105 Ways to Increase Motivation &amp; Learning</td>
<td>PR 0917</td>
</tr>
<tr>
<td>Teaching Vocabulary Across the Content Areas: An ASCD Action Tool</td>
<td>IT 0649</td>
</tr>
<tr>
<td>Teaching What Matters Most: Standards and Strategies for Raising Student Achievement</td>
<td>PR 1074</td>
</tr>
<tr>
<td>Teaching With the Brain in Mind</td>
<td>PR 0848</td>
</tr>
<tr>
<td>Test Better, Teach Better: The Instructional Role of Assessment</td>
<td>PR 1191</td>
</tr>
<tr>
<td>Testing Students With Disabilities: Practical Strategies for Complying With District and State Requirements, Second Ed.</td>
<td>PR 1149</td>
</tr>
<tr>
<td>Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content</td>
<td>PR 0936</td>
</tr>
<tr>
<td>Tools for Learning: A Guide to Teaching Study Skills</td>
<td>PR 0979</td>
</tr>
<tr>
<td>Transforming Classroom Grading</td>
<td>PR 0991</td>
</tr>
<tr>
<td>Treasure Chest of Behavioral Strategies for Individuals With Autism, A</td>
<td>PR 1080</td>
</tr>
<tr>
<td>Treating Explosive Kids: The Collaborative Problem-Solving Approach</td>
<td>PR 1174</td>
</tr>
<tr>
<td>Truth About Testing, The: An Educator's Call to Action</td>
<td>PR 1076</td>
</tr>
<tr>
<td>Understanding by Design</td>
<td>PR 0951</td>
</tr>
<tr>
<td>Understanding by Design</td>
<td>IT 0331</td>
</tr>
<tr>
<td>Using Data to Assess Your Reading Program</td>
<td>PR 1155</td>
</tr>
<tr>
<td>Using Data to Close the Achievement Gap</td>
<td>IT 0546</td>
</tr>
<tr>
<td>Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools</td>
<td>PR 1140</td>
</tr>
<tr>
<td>Using Vocabulary and Writing Strategies to Enhance Math Learning Grades 1-2</td>
<td>IT 0604</td>
</tr>
<tr>
<td>Using Writing to Strengthen Your Students' Understanding of Math Concepts and Skills Grades 3-6</td>
<td>IT 0605</td>
</tr>
<tr>
<td>Visit to a Differentiated Classroom, A</td>
<td>IT 0497</td>
</tr>
<tr>
<td>Visual Tools for Constructing Knowledge</td>
<td>PR 0993</td>
</tr>
<tr>
<td>Visualizing and Verbalizing: For Language Comprehension and Thinking</td>
<td>PR 0928</td>
</tr>
<tr>
<td>Vocabulary Instruction for Struggling Students</td>
<td>PR 1224</td>
</tr>
<tr>
<td>Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom</td>
<td>PR 1053</td>
</tr>
<tr>
<td>We Teach Them All: Teachers Writing About Diversity</td>
<td>PR 1005</td>
</tr>
<tr>
<td>What Do I Do When...? How to Achieve Discipline With Dignity in the Classroom</td>
<td>PR 0748</td>
</tr>
<tr>
<td>Title</td>
<td>Catalog #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>What Great Teachers Do Differently: 17 Things That Matter Most, 2nd Ed.</td>
<td>PR 1231</td>
</tr>
<tr>
<td>What Really Matters in Fluency: Research-Based Practices Across the Curriculum</td>
<td>PR 1212</td>
</tr>
<tr>
<td>What Works in Classroom Instruction: Research-Based Strategies</td>
<td>IT 0545</td>
</tr>
<tr>
<td>What Works in Classroom Instruction: Research-Based Strategies - Secondary</td>
<td>IT 0645</td>
</tr>
<tr>
<td>What Works in Classroom Instruction: Research-Based Strategies Elementary Ed.</td>
<td>IT 0644</td>
</tr>
<tr>
<td>What Works in Schools: Translating Research Into Action</td>
<td>PR 1192</td>
</tr>
<tr>
<td>When Adolescents Can’t Read: Methods and Materials That Work</td>
<td>PR 1031</td>
</tr>
<tr>
<td>Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom</td>
<td>PR 1052</td>
</tr>
<tr>
<td>Words Their Way: Word Study in Action, Level A</td>
<td>R 0720</td>
</tr>
<tr>
<td>Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12</td>
<td>PR 1041</td>
</tr>
<tr>
<td>You Can: Use an Interactive Whiteboard for Ages 7-11</td>
<td>PR 1200</td>
</tr>
</tbody>
</table>
For the Classroom
Diagnostic Assessments and Informal Inventories

Balanced Assessment: Improving Student Achievement and Standardized Test Results (IT0612) DVD/TG

Program 1: A Comprehensive Approach-Unpacking Standards, Using Multiple Assessment Tools, and Scoring Results and Tools. Program 2: Using a Range of Assessment Tools demonstrates how teachers use a variety of assessment tools to go beyond the "snapshot approach" of standardized tests and create a "photo album" of student growth. Program 3: Reflective Assessments, gives audiences ideas for why and how they can encourage students to become independent learners who can assess their own performance. (30-40:00 ea.)

Checking for Understanding: Formative Assessment Techniques for Your Classroom (PR1196) Fisher, Douglas, and Nancy Frey BK

Explore formative assessment techniques that work in any subject area and grade level-oral language (speaking and listening) strategies that close the gap between what students need to know and what they already know, ways to use writing to check for understanding in any subject, student response techniques that increase participation and engagement, projects and performances that are easily integrated into daily classroom practice; and test items that help plan further instruction.

Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment (PR1211) Ainsworth, Larry and Donald Viegut BK

Learn how teams of teachers in the same content area or grade level can collaboratively develop, test, and refine common formative assessments in order to gain reliable and timely feedback on student progress.

Formative Assessment in Content Areas: Elementary School (IT0653) DVD E

Scenes in elementary mathematics and language arts classrooms show real teachers using formative assessments to discover their students' prior knowledge of subject matter, check for understanding, choose the most effective instructional strategies, and gauge the progress of their students. Includes an embedded professional development program, with accompanying PowerPoint presentation and handouts. (29:05)

Formative Assessment in Content Areas: High School (IT0655) DVD S

Scenes in high school humanities, mathematics, and design classrooms show real teachers using formative assessments to discover their students' prior knowledge of subject matter, check for understanding, choose the most effective instructional strategies, and gauge the progress of their students. (32:00)

Formative Assessment in Content Areas: Middle School (IT0654) DVD M

Scenes in middle school science, mathematics, Spanish, and history classrooms show real teachers using formative assessments to discover their students' prior knowledge of subject matter, check for understanding, choose the most effective instructional strategies, and gauge the progress of their students. (30:59)

Functional Behavioral Assessment: An Interactive Training Module (IT0403) Liaupsin, Carl J., et al. CD/TG

Teaches the basic steps in conducting a functional behavioral assessment.

Informal Assessments for Transition Planning (T0119) Clark, Gary et al. BK S,A

The first section describes the framework on which this resource is based and how it can be used for transition planning. The second section is a comprehensive listing of competencies that have been identified as important to adult functioning. The third section contains a number of informal instruments gathered from a variety of sources that assist with the generation of transition-related information. This resource can be used as a stand-alone material or as a way to provide further assessment alternatives extending information derived from the Transition Planning Inventory (TPI) on which this resource is based.

Informal Assessments for Transition: Employment and Career Planning (T0116) Synatschk, Katherine O. et al. BK S,A

Over 60 assessments which provide focused data in four areas of assessment critical to transition planning and decision-making for employment and careers: Interests and Preferences, Abilities and Skills, Career Exploration, and Job Search and Securing.

Informal Assessments for Transition: Independent Living and Community Participation (T0118) Synatschk, Katherine O. et al. BK S,A

Use the instruments in Informal Assessments for Transition: Independent Living and Community
Use the instruments to obtain data in the planning areas of Communication, Interpersonal Skills, Self-Advocacy and Self-Determination, Daily Living Skills, Health, Community Participation, Leisure, and Transportation.

**Informal Assessments for Transition: Postsecondary Education and Training**
(T0117)
Sitlington, Patricia L. et al. BK S,A

Use these assessments to help determine your students’ and clients’ preferences for postsecondary training, the fit with particular types of institutions, and the need for accommodations and modifications.

**Informal Reading Assessments**
(R0688)
Fry, Edward BK P,E,I,M

Contains language assessments for phonics, spelling, oral reading, phoneme segmentation, letter and word recognition, onsets and rimes, comprehension, homophones, vocabulary, hearing, and vision. Use the results to determine what should be taught, measure progress, and suggest areas that might be causing difficulty in learning to read. Also includes a writing checklist, readability graph, and more.

**I've DIBEL'd, Now What? Designing Interventions with DIBELS Data**
(T0106)
Hall, Susan BK

Includes chapters on Process for Grouping Students, Linking the Instruction to Student Need, Designing Lesson Plans, Sample Intervention Activities, and more.

**One-Minute Academic Functional Assessment and Interventions**
(PR1178)
Witt, Joe, and Ray Beck BK

Quickly identify the specific causal factors affecting individual student performance. By systematically assessing whether a student "can't" or "won't" do the work, you'll be able to determine the appropriate intervention or teaching strategy to implement. Includes reproducible forms, worksheets, and checklists.

**Promoting Learning Through Student Data: An ASCD Professional Inquiry Kit**
(IT0415)

Explore methods for identifying and analyzing problems, tools and techniques for collecting and interpreting test scores and other data, tips to help you design tasks that ensure students learn required knowledge and skills, and strategies for recording, charting, and reporting student progress. 8 folders/DVD (28:00)

**Test Better, Teach Better: The Instructional Role of Assessment**
(PR1191)
Popham, W. James BK

The author provides a "crash course" on the basic principles of testing: how tests can tell you what to teach and how to teach it, what to put on a test and why, including the rules for choosing and writing good test items, the measurement concepts every educator must know in order to design tests that meet tough accountability standards, and how to avoid "teaching to the test" and five common mistakes in test writing. Sample test items, tips, and steps guide you in collecting the right testing data, interpreting it, and making sound judgments about whether your instructional practices are achieving the results you want.

**Using Data to Assess Your Reading Program**
(PR1155)
Calhoun, Emily BK

To help pinpoint strengths and weaknesses, the author introduces a matrix for collectively assessing the variety of factors that affect the reading program including of performance, skills in emergent literacy, reading vocabulary and word analysis, and student reading comprehension and habits.

**Using Data to Close the Achievement Gap**
(IT0546)
Johnson, Ruth 2 DVD/CD/TG

Disk 1: Setting Sights on Student Achievement (44:00) addresses defining the achievement gap, creating the desire within educators to change by studying types of data, data in the reform process, and building leadership and data teams. Disk 2: Inquiring About Data (50:00) discusses "buying into" the need to change the culture, examining outcomes, assessing policies, practices, interventions, and school culture, and more. See also companion book, "Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools" (PR 041140-1).
Disability Awareness – for the student

**Danny and the Merry-Go-Round**  
(CB0062)  
Holcomb, Nan  BK  P,E

A day at the playground brings new friends and new fun for Danny, a child with cerebral palsy. Great for working on the concepts of self, social acceptance, and interaction between children with and without disabilities.

**Different Like Me: My Book of Autism Heroes**  
(CB0089)  
Elder, Jennifer and Marc Thomas  BK  E,I,M

Eight-year-old Quinn, a young boy with Asperger’s Syndrome, tells young readers about the achievements and characteristics of his autism heroes. All excel in different fields, but are united by the fact that they often found it difficult to fit in—just like Quinn.

**Dolly Downs**  
(IT0125)  
MM

A Down’s Syndrome doll designed to teach acceptance to nondisabled children and promote pride in youngsters with Down’s Syndrome. Includes some suggested activities.

**Eagle Eyes: A Child’s View of Attention Deficit Disorder**  
(CB0073)  
Gehret, Jeanne  BK  E

For children with ADD as well as their classmates and siblings.

**El Deafo**  
(CB0090)  
Bell, Cece  BK  E,I,M

In this graphic (comic book style) novel memoir, author/illustrator Bell uses rabbit/human characters to chronicle her hearing loss at a young age and her subsequent experiences with the Phonic Ear (“’eh sounz lah yur unnah wawah!”), a very powerful—and very awkward—hearing aid.

**Ennis’ Gift: A Film About Learning Differences**  
(IT0549)  
DVD

This film is introduced by Ed Bradley, formerly of 60 Minutes, and is inspired by the legacy of a young man who became a passionate educator dedicated to helping all children find their gifts and learn. You will meet actors, scientists, business leaders, a polar explorer, a teacher and dozens of others, both children and adults, who have the commonality of learning differences. These individuals refused to be limited by their difficulties or defined by the labels that were assigned to them. Special appearances by James Earl Jones, Henry Winkler, Charles Schwab, Danny Glover, Lindsay Wagner, Robert Rauschenberg, Bruce Jenner, Jack Horner, and other guests. (52:00)

**How About a Hug**  
(CB0063)  
Holcomb, Nan  BK  P,E

A young girl with Down Syndrome works hard at all her daily activities at home and school. She receives hugs for successfully completing her tasks and learns about hug etiquette.

**Howie Helps Himself**  
(CB0036)  
Fassler, Joan  BK  E,I

Story about a physically challenged child.

**If It Weren’t for Benjamin (I’d Always Get to Like the Icing Spoon)**  
(CB0031)  
Hazen, Barbara Shook  BK  P,E

Helps parents to express the fact that every child is special, unique, and precious.

**Intricate Minds: Understanding Classmates With Asperger Syndrome**  
(IT0568)  
DVD

Candid interviews with teenagers designed to promote positive interactions between classmates and reduce harassment, bullying, and isolation. (12:00)

**Kids on the Block Book Series, The: A Portrait of Me**  
(CB0069)  
Aiello, Barbara  BK  E,I

Christine’s story is about Ellis Island and modern dance, Greek food and diabetes, old ways and new dreams. Most of all it’s about a young girl who finds, in her own past, a new beginning.

**Kids on the Block Book Series, The: Business is Looking Up**  
(CB0064)  
Aiello, Barbara  BK  E,I

Visually impaired since birth, 11 year old Renaldo Rodriguez is full of spunk. A natural showman (and mischief-maker) and budding entrepreneur, Renaldo learns that there is more to running a business than just making money.

**Kids on the Block Book Series, The: Hometown Hero**  
(CB0066)  
Aiello, Barbara  BK  E,I

There’s more to Scott than asthma. There’s karate, bike riding and Thanksgiving dinner. And there’s Bill Waters, a homeless person—and, now, 1 of Scott’s friends.

**Kids on the Block Book Series, The: It’s Your Turn at Bat**  
(CB0067)  
Aiello, Barbara  BK  E,I

Born with cerebral palsy, Mark discovers that strength must come from within when it’s time for a big league play.

**Kids on the Block Book Series, The: On With the Show!**  
(CB0068)  
Aiello, Barbara  BK  E,I

It’s not easy getting used to her parent’s divorce. When Brenda’s plans for 1 special night don’t work out, she discovers that these are the good old days after all.

**Kids on the Block Book Series, The: Secrets Aren’t (Always) for Keeps**  
(CB0070)  
Aiello, Barbara  BK  E,I
Jennifer Hauser takes off on a roller coaster of mixed emotions when she tries to keep her learning disability a secret. Her story is about believing in oneself and knowing that secrets aren't always for keeps.

**Kids on the Block Book Series, The: Trick or Treat or Trouble** (CB0071)  
Aiello, Barbara  BK  E,I

It's Halloween, and you what that means: ghouls, goblins, and lots of things to be afraid of. But Brian's epilepsy is not one of them.

**Lisa and Her Soundless World**  (CB0035)  
Levine, Edna  BK  E,I

**Me and Einstein**  (CB0010)  
Blue, Rose  BK  E,I

Through the eyes of a 9 year old, this book sheds insight on dyslexia.

**My Brother Charlie**  (CB0091)  
Peete, Holly Robinson et al.  BK  E,I

Mother and daughter co-authors write about the experience of having an autistic child in the family. Charlie's twin sister tells what it is like living with her brother who has autism and sometimes finds it hard to communicate with words, but who, in most ways, is just like any other boy. Includes authors' note about autism.

**My Friend with Autism**  (CB0092)  
Bishop, Beverly  BK/CD  E,I,M

A peer narrator explains that his friend with autism is good at some things and not so good at others—just like everyone else! In an informative, positive tone, he addresses issues such as Sensory Sensitivity, Communication, Differences, Unique Ways of Playing, and Insistence on Routine. At the end of the book are Page-by-Page Notes for Adults, which supplement the text with facts and explanations to further educate teachers and classmates’ parents. The CD contains a printable coloring page for every page of the book, the Page-by-Page Notes for Adults, 18 Signs and Symptoms of an Autism Spectrum Disorder, 10 Quick Strategies for Helping a Child with Autism, and Recommended Reading.

**Out of My Mind**  (CB0093)  
Draper, Sharon  BK  I,M

Eleven-year-old Melody Brooks has a photographic memory, synesthesia, and cerebral palsy. She is very intelligent but unable to express herself verbally or physically. Descriptions of both Melody's challenges—"Going to the bathroom at school just plain sucks"—and the insensitivities of some are unflinching and realistic. Realistically, Melody's resilient spirit cannot keep her from experiencing heartbreak and disappointment even after she has demonstrated her intellect.

**Putting on the Brakes: Young People's Guide to Understanding Attention Deficit Disorder (ADHD)**  (CB0075)  
Quinn, Patricia, and Judith M. Stern  BK  E,I,M

This book attempts to give ADHD kids a sense of control and a perception of attainable goals. May be read alone or out loud by an adult. Efforts have been made to explain unfamiliar or difficult words. A glossary has been provided so that the reader may look up unfamiliar words as often as necessary.

**Red Thread Riddles**  (CB0059)  
Jenson, Virginia Allen, and Polly Edman  BK  E,I

In Braille!

**Running Dream, The**  (CB0094)  
Van Draanen, Wendelin  BK  M,S

Jessica has run her personal best at a track meet—then there's a tragic bus accident and the high school junior loses her leg as well as her future dreams. As she struggles to cope, Jessica feels that she's both in the spotlight and invisible. People who don't know what to say act like she's not there. Jessica's embarrassed to realize that she's done the same to a girl with CP named Rosa. A girl who is going to tutor her through all the math she's missed. A girl who sees right into the heart of her. With the support of family, friends, a coach, and her track teammates, Jessica may actually be able to run again. But that's not enough for her now. She doesn't just want to cross finish lines herself—she wants to take Rosa with her.

**Sound of Sunshine, Sound of Rain**  (CB0050)  
Heide, Florence Parry  BK  P,E

Story of a blind boy.
Brighten Up Boring Beginnings and Other Quick Writing Lessons (LA0041)

10-15 min. mini-lessons and reproducible activities for improving key writing skills such as sentence combining, improving leads, using strong verbs, getting rid of clutter, and more.

Easy Lessons for Teaching Word Families (LA0029)

20-min. lessons help link phonemic awareness with phonics. Activities for each lesson also include grouping words by common patterns, plus reading and writing more words using sounds students have practiced.

Easy Mini-Lessons for Building Vocabulary (LA0031)

Strategies using word games such as idiom sleuthing, word history maps, and vocabulary quilting boost word knowledge and reading comprehension. Includes standardized test strategies.

Fun With Phonograms (LA0028)

Teach students how words work. Coordinating activities, stories and poems, and puzzles encourages students to identify the "phonogram of the week" and manipulate it to create a number of words. Includes reproducible phonogram cards and word lists.

Games and Activities for Readers and Spellers (LA0010)

Provides phonemic awareness, syllabication, morphology, and spelling practice using noncompetitive games and manipulatives. Appropriate for classrooms, small groups, or with individual learners.

GrammarBuilder Dice Kit (LA0046)

Grammar Builder Dice Kit includes one set of Vocabulary Cards, Parts of Speech Die, Sentence Kinds Die, Conjugator Dice, Kinds of Nouns Die, and Sentence Templates Die with accompanying Conjunction Set -- 14 total. Because students are constructing sentences and parts of sentences with the writing dice, the same activity can be used repeatedly with a student or group of students. What they create from the activity makes it new each time.

GrammarBuilder Writing Skills Sorter Set (LA0047)

These three-pocket fold-out sorters allow students to sort pre-printed 3x5 cards into two and three categories; each includes front and pocket labels and 45 printed cards for sorting. Written expression sorters focus on kinds of nouns, verb tenses, phrases, clauses, and kinds of sentences. Includes the following sorters: person/place/thing, verb tense, phrase/clause 1, phrase/clause 2, independent/dependent clause 1, independent/dependent clause 2, simple/compound/simple sentence 1, simple/compound/sentences 2.

Prefixes (LA0048)

Research supports the study of roots and affixes to help students develop vocabulary and comprehension skills. Each page contains the word part and definition, a key word, language of origin, a list of other words that contain the word part, and phrases useful for reading and spelling practice. A short list of recommended activities is included in each resource as well.

Quick Pick Activities for Critical Thinking, Level 1 (LA0034)

Based on the 6 levels of thinking in Bloom's Taxonomy, these activities strengthen students' abilities to recall, comprehend, analyze, synthesize, evaluate, and extend responses. Includes reproducible assessment checklist.

Quick Pick Activities for Critical Thinking, Level 2 (LA0035)

Quick Pick Activities for Critical Thinking, Level 3 (LA0036)

Roots (LA0049)

Say It and Move It - Syllables (LA0038)

Suffixes (LA0050)

Unifix Phonics Activities (LA0027)

Includes 180 pre-printed cubes (60 red vowels, 120 blue consonants) that allow children to blend, spell, and expand their vocabulary, and activities book.
Reading

Best-Ever Vocabulary & Word Study Games (R0721)
Egan, Lorraine Hopping BK I,M
Engaging games and activities that expand students' vocabulary to help them read, write, and test better.

Brad and Jenna Hop, Skip and Jump into Reading (R0707)
Howlett, Bruce, and Kathryn Howlett 15 BK/CD P,E
Sound Reading Emerging interactive first readers guide children through every reading skill. The series contains see-to-say (rapid naming) practice—the foundation of fluency, word segmentation and blending practice stories—the key to accurate reading, word and sentence building activities, and pyramid and zigzag stories to encourage repeated reading. Book One-The Hop (5 BK), Book Two-The Skip (5 BK), and Book Three-The Jump (5 BK).

Easy Strategies & Lessons That Build Content Area Reading Skills: Grades 4-8 (R0683)
Baltas, Joyce Graham, and Denise Nessel BK I,M
Each mini-lesson features a brief introduction to the reading strategy, a complete model lesson, a reading selection you can use to teach the strategy, plus reproducible activities.

Fab Vocab! (R0723)
Hartill, Marguerite BK E,I
The lessons in this book go from relatively simple to introduce new vocabulary to critical- and creative-thinking activities to help students synthesize vocabulary with their everyday writing.

Flipping Phonics (R0660)
Coleman, Nancy BK E,I,M,S
Form hundreds of letter combinations by flipping over each card containing either a consonant or a vowel. Great reading tool for practicing alone or with a friend.

Hop, Skip and Jump Into Reading Game (R0726) G P,E
In this Sound Reading game students emergent readers interact with fundamental reading skills from practicing letters and sounds, rhyming and compound words as well as phonic awareness, phonics, and fluency. Appropriate for 4, 5, and 6 year olds, and for older students with reading delays, younger second language learners (ESL), and for use in speech therapy. Includes: Hop, Skip and Jump Challenge Cards and Game Instructions booklet, laminated Block Challenge Sheet, Game Board, and Phonemes Card; Phoneme Pronunciation Guide CD; letter card; and timer, game pieces (4 ), blocks (6 ), and spinner.

J & J Language Readers Level 1 (R0678)
Greene, Jane Fell, and Judy Fell Woods 3 BK E
Matches Language! curriculum's scope and sequence. Contemporary, multi-ethnic cast includes both older and younger characters, making the series appropriate for many ages. RLPrimer-6

J & J Language Readers Level 2 (R0679)
Greene, Jane Fell, and Judy Fell Woods 3 BK E,I,M
RL2.5-6

J & J Language Readers Level 3 (R0680)
Greene, Jane Fell, and Judy Fell Woods 3 BK M,S
RL6-9

J & J Vocabulary Cards (R0681)
Greene, Jane Fell, and Judy Fell Woods CH E,I,M
Two boxed sets of vocabulary cards can be used to create sentences, and to practice and check word recognition. Corresponds to Language! and J & J Levels 1-2. RLPrimer-6

More Sight-Word Stories (R0687) BK E
57 reproducible books cover all 220 Dolch sight words through the use of predictable text, controlled vocabulary, word repetition, rhyme, and consonant substitution.

Over, Under and Through (R0423)
Hoban, Tana BK/TG E
Photographs illustrate spatial concepts expressed in 12 prepositions such as behind, around and between. Teaching unit: community.

Phonics Chapter Books (R0682)
Shefelbine, John 36 BK/CH/TG E
Books are controlled for both phonics sounds and common sight words, which are then continually reviewed and applied in succeeding stories. Six titles (6 copies ea.) provide practice in reading words with short vowels, consonants, long vowels, digraphs, blends, diphthongs, and variant vowels. RL1-2

Pinballs, The (R0526)
Byars, Betsy 6 BK/TG I
Three children from broken homes feel like "pinballs" until they spend a summer together with a foster family who cares. In a chapter-by-chapter format, the study guide provides a synopsis, background information, bibliography of related books, answer key, and reproducible pages of pre and post-reading activities that include Cloze, cross-curricula, and writing activities, comprehension questions, graphic organizers, and literary and vocabulary skills. RL4.2 IL4-7
In this Sound Reading game students learn how to process printed words that have a common spelling or phonemic pattern. For 1 to 4 players. Well suited for literacy centers and peer-assisted learning. Includes: a teacher guide, laminated Block Challenge Sheet, Reading Challenge Game Board, and Phonemes Card; Phoneme Pronunciation Guide CD; 2 letter cards; Word Lists Booklet, 3 Spell It Challenge Pads, timer, 4 game pieces, 6 blocks, and spinner.

Reading Milestones, 2nd. Ed. Level 1 (R0532)
10 BK/10 WB/TG  E

An alternative reading program characterized by its use of strictly controlled syntax and vocabulary. Uses chunking (the separation of phrases by several spaces) for linguistic control, is designed to take nonreaders to approximately a third-grade reading level. Especially suited for students with hearing impairment, and is also appropriate for students with language delay, learning disabilities, and students who are non-native English speakers. Includes placement test and testing guide.

Reading Milestones, 2nd. Ed. Level 2 (R0533)
10 BK/10 WB/TG  E

Reading Milestones, 2nd. Ed. Level 3 (R0534)
10 BK/10 WB/TG  E

Reading Milestones, 3rd. Ed. Level 5 (R0729)
10 BK/12 WB/TG  I

Designed and constructed to minimize the gap between language bases and the materials given to students with hearing impairments and other special language needs to read by beginning with the simplest possible language to ensure initial success in reading and by increasing language acquisition (vocabulary, syntax, figurative language) in very small steps.

Ready, Set, Read! (R0685)
Feldman, Jean  BK  P,E
Skill-appropriate activities utilize various skills, including visual, auditory, oral, and hand-eye coordination. Helpful tips for how parents can best aid their child's learning at home.

Sadako and the Thousand Paper Cranes (R0523)
Coerr, Eleanor  6 BK/TG  I
Hospitalized with the dreaded atom bomb disease, Leukemia, a child in Hiroshima races against time to fold one thousand paper cranes to verify the legend that by doing so a sick person will become healthy. In a chapter-by-chapter format, the study guide provides a synopsis, background information, bibliography of related books, answer key, and reproducible pages of pre and post-reading activities that include Cloze, cross-curricula, and writing activities, comprehension questions, graphic organizers, and literary and vocabulary skills. RL4.7 IL3-6

Stories to Read and Take Home Level 1 (R0654)
Kline, Bonnie  BK  E
Stories that reinforce decoding skills. They are black copies and can be reproduced for student use as well as "take home" stories.

Stories to Read and Take Home Level 2 (R0655)
Kline, Bonnie  BK  E
Stories that reinforce decoding skills. They are black copies and can be reproduced for student use as well as "take home" stories.

Stories to Read and Take Home Level 3, Part 1 (R0656)
Kline, Bonnie  BK  I
Stories that reinforce decoding skills. They are black copies and can be reproduced for student use as well as "take home" stories.

Stories to Read and Take Home Level 3, Part 2 (R0657)
Kline, Bonnie  BK  I
Stories that reinforce decoding skills. They are black copies and can be reproduced for student use as well as "take home" stories.

Ugly Duckling, The (R0462)
Cauley, Lorinda Bryan  BK/TG  E,I
Miserable from a life of rejection, the ugly duckling flies away to join a flock of graceful swans--assuming he will be rejected, he is greeted warmly. Puzzled, he checks his reflection in the water and makes a surprising discovery. RL3

Witch of Blackbird Pond, The (R0528)
Speare, Elizabeth George  6 BK/TG  I
Puritan neighbors regard Kit Tyler with suspicion, fear, and anger, when she befriends an old woman accused of witchcraft. In a chapter-by-chapter format, the study guide provides a synopsis, background information, bibliography of related books, answer key, and reproducible pages of pre and post-reading activities that include Cloze, cross-curricula, and writing activities, comprehension questions, graphic organizers, and literary and vocabulary skills. RL7.0 IL5-9

Word Finder: The Phonic Key to the Dictionary (R0653)
Morrison, Marvin  BK  I,M,S,A
To be a good speller in English means, as a matter of practicality, that one must have an exceptional visual memory for word forms. Knowledge of rules does not help you much with words like steak, say or bough, or their. With this easy to learn system of word-finding a poor speller can look up words quickly and accurately.
Reading – Audio Books

Across Five Aprils (R0529)
Hunt, Irene 6 BK/7 CD/TG M,S
Recorded at a slower than usual pace to make following along with the text easier. This is a story of Jethro Creighton—a nine year old boy who comes of age across the five Aprils of the Civil War. This is also a novel of a mother sending her children off to war, of a wife raising two children on her own, of a young woman facing the prospect of losing the man she loves. In a chapter-by-chapter format, the study guide provides a synopsis, background information, bibliography of related books, answer key, and reproducible pages of pre and post-reading activities that include Cloze, cross-curricula, and writing activities, comprehension questions, graphic organizers, and literary and vocabulary skills. RL 7.0 IL 6-10 (420:00)

Amelia Bedelia (R0591)
Parish, Margaret 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Amelia Bedelia is a housekeeper whose literal interpretations of her list of chores lead to some extremely funny messes. RL2-3 ILK-4 (18:09)

Amelia Bedelia Goes Camping (R0589)
Parish, Margaret 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. When Amelia, the mixed-up housekeeper who takes everything literally, goes camping she tries her best to do exactly as she’s told. RL2-3 ILK-4 (22:45)

Bedtime for Frances (R0583)
Hoban, Russell 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. It’s bedtime for young Frances, a little badger, and everyone is ready but her. Frances finds it difficult to go to sleep with the strange noises and menacing shapes that seem to fill her room after dark and puts off bedtime as long as possible. RL2 ILK-3 (19:11)

Ben's Trumpet (R0603)
Malorano, Rachel Isadora 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Ben loves to hear the Zig Zag Club musicians play, filling the air with the sounds and rhythms of jazz. And when he hears them, he plays along on a trumpet that nobody else can see, except one man, who opens the door to his dream. RL2 ILPK-3 (6:28)

Best Friends (R0636)
Kellogg, Steven 4 BK/CD E,I
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Kathy feels lonely and betrayed when her best friend goes away for the summer and has a wonderful time. A puppy brings the best friends together. RL2-5 IL1-6 (16:21)

Birthday for Frances, A (R0581)
Hoban, Russell 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Jealous of her sister’s birthday, Frances becomes mean and selfish, until rare generosity and birthday spirit move her to reluctantly give her coveted gift. RL2-3 ILK-3 (25:42)

Bread and Jam for Frances (R085)
Hoban, Russell 5 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. A story which features the Badger family, Frances, her younger sister Gloria, and Mother Badger. Frances is a very fussy eater and would be quite happy to eat bread and jam forever, but her mother finds a plan to change her mind. RL3 ILK-3 (21:48)

Caps for Sale (R0563)
Slobodkina, Esphyr 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. This tale of a peddler and a band of mischievous monkeys also teaches children about problems and resolutions. RL2 ILK-3 (11:43)

Case of the Cat's Meow, The (R0575)
Hoban, Lillian 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Smitch and his friends search for Mildred the cat. RL1-2 ILK-3 (22:00)

Case of the Double Cross, The (R0577)
Bonsall, Crosby 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. No girls allowed in Wizard's clubhouse but the girls get to show how much they're really needed. RL 1-2 ILK-3 (19:33)

Case of the Hungry Stranger, The (R0573)
Bonsall, Crosby 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Wizard and friends solve the mystery of the missing blueberry pie. RL1 IL1-3 (22:38)

Chair for My Mother, A (R0587)
Williams, Vera 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. After their home is destroyed by a fire, Rosa, her mother, and grandmother save their coins to buy a really comfortable chair for all to enjoy. RL2 ILPK-4 (16:00)

Cherries and Cherry Pits (R0597)
Williams, Vera 4 BK/CD E
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. When Bidemmi draws, her
imagination takes off. RL2-3 IL2-5 (24:12)

**Chicken Little (R0644)**  
Kellogg, Steven 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Retelling of timeless classic of chain-reaction panic. RL3 IL1-4 (12:35)

Day I Had To Play With My Sister, The  
(R0543)  
Bonsall, Crosby 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Older brother thinks he knows the rules to hide-and-seek but little sister has her own idea of how to play. The resulting confusion is compounded unless she's ready. RL1 ILPK-2 (6:05)

Day Jimmy's Boa Ate the Wash, The  
(R0640)  
Noble, Trinka Hakes 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Young Jimmy decides to bring his pet boa constrictor on a school field trip to the farm. Bedlam erupts, though, when the constrictor decides to socialize with the barnyard animals. RL2-5 IL1-6 (7:51)

**Eat Up, Gemma (R0541)**  
Hayes, Sarah 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Chaos and fun follow little Gemma, who can't be persuaded to eat her dinner. RL1 ILK-3 (9:03)

**Fir Tree, The (R0615)**  
Andersen, Hans Christian 5 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. The tale is about a fir tree so anxious to grow up, so anxious for greater things, that he cannot appreciate living in the moment. RL6 IL3-8 (37:01)

**Frog and Toad are Friends (R0555)**  
Lobel, Arnold 3 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Five stories about bravery, dreams, and, most of all, friendship. RL1 IL1-3 (35:16)

**Good Driving, Amelia Bedelia (R0595)**  
Parish III, Herman S. 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. When Mr. Rogers goes for a drive with Amelia Bedelia, he's in for the ride of his life. She does exactly what he tells her and that gets them into trouble, but only Amelia Bedelia can make a car trip this much fun. RL2-3 ILK-4 (17:48)

Jennifer Jones Won't Leave Me Alone  
(R0565)  
Wishinsky, Frieda 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. A young boy is annoyed by the adoration of a girl in his class, but when she goes away, he misses her. RL1-2 ILK-4 (7:24)

**Julius, the Baby of the World (R0569)**  
Henkes, Kevin 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Lilly is so jealous of the big fuss over her newborn brother but someone finally changes her mind. RL2-5 IL1-6 (20:16)

**Kick, Pass, and Run (R0557)**  
Kessler, Leonard 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Rabbit was the first one to see it. Cat was the first one to feel it. But what is it? It turns out to be a football, and it leads the animal friends to discover the exciting game of football. RL1 ILK-3 (23:28)

**Kiss for Little Bear, A (R0551)**  
Minarik, Else Holmelund 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Grandma's kiss travels from Little Bear's friends to him. RL1 ILK-3 (9:03)

**Let's Be Enemies (R0545)**  
Udry, Janice May 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. James and John are best friends—or at least they used to be. Now James always wants to be boss, and John doesn't want to be friends anymore. But when he goes to James' house to tell him so, something unexpected happens. RL1 ILPK-2 (6:51)

**Little Bear (R0549)**  
Minarik, Else Holmelund 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Little Bear's four adventures include taking a trip to the moon and having a birthday party. RL1 ILK-3 (27:45)

**Morris the Moose (R0553)**  
Wiseman, Bernard 5 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. The cow, the deer, and the horse have four legs and a tail, just like Morris. But none of these animals is a moose! These different animals have one thing in common—their friendship. RL1 ILK-3 (8:56)

**My Parents Think I'm Sleeping (R0601)**  
Prelutsky, Jack 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. A funny collection of poems about a boy who should be sleeping, but manages to find more than just storybooks and his model rocket kit to keep him awake. RL3 IL1-4 (20:56)

**Mysterious Tadpole, The (R0642)**  
Kellogg, Steven 4 BK/CD E

Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. For his birthday, Louis receives a tadpole that brings more than its share of surprises. RL3-4 IL1-4 (15:05)
Play Ball, Amelia Bedelia (R0593)  
Parish, Margaret  4 BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Lovable, literal Amelia has a funny way of playing baseball. RL2 IL1-4 (22:35)

Puppy Who Wanted a Boy, The (R0579)  
Thayer, Jane  4 BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Beloved classic of a dog who dreams of having a boy all his own. RL2 ILPK-3 (18:11)

Quarreling Book, The (R0619)  
Zolotow, Charlotte  4 BK/CD  I  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. A rainy day has made the whole family disagreeable until the good-natured dog takes over. RL4 IL1-5 (10:46)

Raccoons and Ripe Corn (R0630)  
Arnosky, Jim  BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. As the moon rises a mother raccoon and her two young begin an all night feast in a cornfield. Acclaimed nature artist Jim Arnosky gives young children an unforgettable wildlife-watching experience. RL2 ILK-4 (8:20)

Rose for Pinkerton, A (R0634)  
Kellogg, Steven  4 BK/CD  E/I  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. A crazy and comical adventure ensues when Rose the kitten wants to be a Great Dane, and suddenly Pinkerton decides to start acting like a kitten. RL2-5 IL1-6 (11:38)

Sarah, Plain and Tall (R0524)  
MacLachlan, Patricia  6 BK/CD/TG  I  
When their father invites a mail-order bride to come live with them in their prairie home, Caleb and Anna are captivated by their new mother and hope that she will stay. In a chapter-by-chapter format, the study guide provides a synopsis, background information, bibliography of related books, answer key, and reproducible pages of pre and post-reading activities that include Cloze, cross-curricula, and writing activities, comprehension questions, graphic organizers, and literary and vocabulary skills. Audio recording performed by Glenn Close. RL 4.0 IL 3-6 (1:00:25)

Sheila Rae, the Brave (R0567)  
Henkes, Kevin  4 BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Big sister Sheila Rae is not afraid of anything- but all the bravado in the world failed to help when she found herself lost. Luckily, her 'scardy cat' sister was not far behind. RL1-2 ILPK-3 (8:59)

Simon’s Book (R0571)  
Drescher, Henrik  4 BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Simon’s trapped on a page with a scary monster but he cleverly draws himself out of danger with pen and ink! RL2 ILK-4 (8:20)

Two of Them, The (R0631)  
Brandenberg, Aliki  BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. In this moving story of the love between generations, a grandfather and a little girl look after one another from the day she is born until the day he dies. RL2 IL1-4 (8:30)

We are Best Friends (R0559)  
Brandenberg, Aliki  4 BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. When his best friend Peter moves away, Robert has no one to play with, no one to fight with, and no fun at all. Then he meets Will -- and finds he’s not the only one who needs a new best friend. RL1-2 ILPK-3 (11:22)

White Snow Bright Snow (R0599)  
Tresselt, Alvin  4 BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. When it begins to look, feel, and smell like snow, everyone prepares for a winter blizzard. RL2-3 ILPK-3 (13:35)

Who’s Afraid of the Dark? (R0547)  
Bonsall, Crosby  4 BK/CD  E  
Recorded by Marie Carbo in short phrases, at a slightly slower than usual pace. Silly Stella is afraid of the dark. At least that’s what the little boy who owns her says. But who’s really afraid of the dark? RL1 ILPK-2 (6:45)
<table>
<thead>
<tr>
<th>Title</th>
<th>Catalog #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced Assessment: Improving Student Achievement and Standardized Test Results</td>
<td>IT 0612</td>
</tr>
<tr>
<td>Best-Ever Vocabulary &amp; Word Study Games</td>
<td>R 0721</td>
</tr>
<tr>
<td>Brad and Jenna Hop, Skip and Jump into Reading</td>
<td>R 0707</td>
</tr>
<tr>
<td>Brighten Up Boring Beginnings and Other Quick Writing Lessons</td>
<td>LA 0041</td>
</tr>
<tr>
<td>Checking for Understanding: Formative Assessment Techniques for Your Classroom</td>
<td>PR 1196</td>
</tr>
<tr>
<td>Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment</td>
<td>PR 1211</td>
</tr>
<tr>
<td>Danny and the Merry-Go-Round</td>
<td>CB 0062</td>
</tr>
<tr>
<td>Different Like Me: My Book of Autism Heroes</td>
<td>CB 0089</td>
</tr>
<tr>
<td>Dolly Downs</td>
<td>IT 0125</td>
</tr>
<tr>
<td>Eagle Eyes: A Child’s View of Attention Deficit Disorder</td>
<td>CB 0073</td>
</tr>
<tr>
<td>Easy Lessons for Teaching Word Families</td>
<td>LA 0029</td>
</tr>
<tr>
<td>Easy Mini-Lessons for Building Vocabulary</td>
<td>LA 0031</td>
</tr>
<tr>
<td>Easy Strategies &amp; Lessons That Build Content Area Reading Skills: Grades 4-8</td>
<td>R 0683</td>
</tr>
<tr>
<td>El Deafo</td>
<td>CB 0090</td>
</tr>
<tr>
<td>Ennis’ Gift: A Film About Learning Differences</td>
<td>IT 0549</td>
</tr>
<tr>
<td>Fab Vocab!</td>
<td>R 0723</td>
</tr>
<tr>
<td>Flipping Phonics</td>
<td>R 0660</td>
</tr>
<tr>
<td>Formative Assessment in Content Areas: Elementary School</td>
<td>IT 0653</td>
</tr>
<tr>
<td>Formative Assessment in Content Areas: High School</td>
<td>IT 0655</td>
</tr>
<tr>
<td>Formative Assessment in Content Areas: Middle School</td>
<td>IT 0654</td>
</tr>
<tr>
<td>Fun With Phonograms</td>
<td>LA 0028</td>
</tr>
<tr>
<td>Functional Behavioral Assessment: An Interactive Training Module</td>
<td>IT 0403</td>
</tr>
<tr>
<td>Games and Activities for Readers and Spellers</td>
<td>LA 0010</td>
</tr>
<tr>
<td>GrammarBuilder Dice Kit</td>
<td>LA 0046</td>
</tr>
<tr>
<td>GrammarBuilder Writing Skills Sorter Set</td>
<td>LA 0047</td>
</tr>
<tr>
<td>Hop, Skip and Jump Into Reading Game</td>
<td>R 0726</td>
</tr>
<tr>
<td>How About a Hug</td>
<td>CB 0063</td>
</tr>
<tr>
<td>Howie Helps Himself</td>
<td>CB 0056</td>
</tr>
<tr>
<td>If It Weren't for Benjamin (I'd Always Get to Like the Icing Spoon)</td>
<td>CB 0031</td>
</tr>
<tr>
<td>Informal Assessments for Transition Planning</td>
<td>T 0119</td>
</tr>
<tr>
<td>Informal Assessments for Transition: Employment and Career Planning</td>
<td>T 0116</td>
</tr>
<tr>
<td>Informal Assessments for Transition: Independent Living and Community Participation</td>
<td>T 0118</td>
</tr>
<tr>
<td>Informal Assessments for Transition: Postsecondary Education and Training</td>
<td>T 0117</td>
</tr>
<tr>
<td>Informal Reading Assessments</td>
<td>R 0688</td>
</tr>
<tr>
<td>Intricate Minds: Understanding Classmates With Asperger Syndrome</td>
<td>IT 0568</td>
</tr>
<tr>
<td>I've DIBEL'd, Now What? Designing Interventions with DIBELS Data</td>
<td>T 0106</td>
</tr>
<tr>
<td>J &amp; J Language Readers Level 1</td>
<td>R 0678</td>
</tr>
<tr>
<td>J &amp; J Language Readers Level 2</td>
<td>R 0679</td>
</tr>
<tr>
<td>J &amp; J Language Readers Level 3</td>
<td>R 0680</td>
</tr>
<tr>
<td>J &amp; J Vocabulary Cards</td>
<td>R 0681</td>
</tr>
<tr>
<td>Kids on the Block Book Series, The: A Portrait of Me</td>
<td>CB 0069</td>
</tr>
<tr>
<td>Kids on the Block Book Series, The: Business is Looking Up</td>
<td>CB 0064</td>
</tr>
<tr>
<td>Title</td>
<td>Catalog #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Kids on the Block Book Series, The: Hometown Hero</td>
<td>CB 0066</td>
</tr>
<tr>
<td>Kids on the Block Book Series, The: It's Your Turn at Bat</td>
<td>CB 0067</td>
</tr>
<tr>
<td>Kids on the Block Book Series, The: On With the Show!</td>
<td>CB 0068</td>
</tr>
<tr>
<td>Kids on the Block Book Series, The: Secrets Aren't (Always) for Keeps</td>
<td>CB 0070</td>
</tr>
<tr>
<td>Kids on the Block Book Series, The: Trick or Treat or Trouble</td>
<td>CB 0071</td>
</tr>
<tr>
<td>Lisa and Her Soundless World</td>
<td>CB 0035</td>
</tr>
<tr>
<td>Me and Einstein</td>
<td>CB 0010</td>
</tr>
<tr>
<td>More Sight-Word Stories</td>
<td>R 0687</td>
</tr>
<tr>
<td>My Brother Charlie</td>
<td>CB 0091</td>
</tr>
<tr>
<td>My Friend with Autism</td>
<td>CB 0092</td>
</tr>
<tr>
<td>One-Minute Academic Functional Assessment and Interventions</td>
<td>PR 1178</td>
</tr>
<tr>
<td>Out of My Mind</td>
<td>CB 0093</td>
</tr>
<tr>
<td>Over, Under and Through</td>
<td>R 0423</td>
</tr>
<tr>
<td>Phonics Chapter Books</td>
<td>R 0682</td>
</tr>
<tr>
<td>Pinballs, The</td>
<td>R 0526</td>
</tr>
<tr>
<td>Prefixes</td>
<td>LA 0048</td>
</tr>
<tr>
<td>Promoting Learning Through Student Data: An ASCD Professional Inquiry Kit</td>
<td>IT 0415</td>
</tr>
<tr>
<td>Putting on the Brakes: Young People's Guide to Understanding Attention Deficit Disorder (ADHD)</td>
<td>CB 0075</td>
</tr>
<tr>
<td>Quick Pick Activities for Critical Thinking, Level 1</td>
<td>LA 0034</td>
</tr>
<tr>
<td>Quick Pick Activities for Critical Thinking, Level 2</td>
<td>LA 0035</td>
</tr>
<tr>
<td>Quick Pick Activities for Critical Thinking, Level 3</td>
<td>LA 0036</td>
</tr>
<tr>
<td>Reading Challenge Game</td>
<td>R 0725</td>
</tr>
<tr>
<td>Reading Milestones, 2nd. Ed. Level 1</td>
<td>R 0532</td>
</tr>
<tr>
<td>Reading Milestones, 2nd. Ed. Level 2</td>
<td>R 0533</td>
</tr>
<tr>
<td>Reading Milestones, 2nd. Ed. Level 3</td>
<td>R 0534</td>
</tr>
<tr>
<td>Reading Milestones, 3rd. Ed. Level 5</td>
<td>R 0729</td>
</tr>
<tr>
<td>Ready, Set, Read!</td>
<td>R 0685</td>
</tr>
<tr>
<td>Red Thread Riddles</td>
<td>CB 0059</td>
</tr>
<tr>
<td>Roots</td>
<td>LA 0049</td>
</tr>
<tr>
<td>Running Dream, The</td>
<td>CB 0094</td>
</tr>
<tr>
<td>Sadako and the Thousand Paper Cranes</td>
<td>R 0523</td>
</tr>
<tr>
<td>Say It and Move It - Syllables</td>
<td>LA 0038</td>
</tr>
<tr>
<td>Sound of Sunshine, Sound of Rain</td>
<td>CB 0050</td>
</tr>
<tr>
<td>Stories to Read and Take Home Level 1</td>
<td>R 0654</td>
</tr>
<tr>
<td>Stories to Read and Take Home Level 2</td>
<td>R 0655</td>
</tr>
<tr>
<td>Stories to Read and Take Home Level 3, Part 1</td>
<td>R 0656</td>
</tr>
<tr>
<td>Stories to Read and Take Home Level 3, Part 2</td>
<td>R 0657</td>
</tr>
<tr>
<td>Suffixes</td>
<td>LA 0050</td>
</tr>
<tr>
<td>Test Better, Teach Better: The Instructional Role of Assessment</td>
<td>PR 1191</td>
</tr>
<tr>
<td>Ugly Duckling, The</td>
<td>R 0462</td>
</tr>
<tr>
<td>Unifix Phonics Activities</td>
<td>LA 0027</td>
</tr>
<tr>
<td>Using Data to Assess Your Reading Program</td>
<td>PR 1155</td>
</tr>
<tr>
<td>Using Data to Close the Achievement Gap</td>
<td>IT 0546</td>
</tr>
<tr>
<td>Witch of Blackbird Pond, The</td>
<td>R 0528</td>
</tr>
<tr>
<td>Word Finder: The Phonic Key to the Dictionary</td>
<td>R 0653</td>
</tr>
</tbody>
</table>