

## **Eureka!**

<http://literacy.kent.edu/eureka/tradebooks/index.html>

The trade books in the *Eureka!* databases are selected for their texts, illustrations, or the interaction of the two. The selections are appropriate for adolescents and adults. *Eureka!* database users can search for a single book and obtain a list of books on a topic/keyword subject, by a specific author or illustrator, and/or on GED descriptors. Teachers can search thematic collections on common classroom subjects; a list of recommended books is generated. The list contains the title, author, and level of difficulty, type, and sub-topics.

## **Fluency**

- Rasinski, Timothy V. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic Professional Books, 2003

The *Fluent Reader* provides teachers with specific strategies teachers can use to improve reading fluency. The strategies in the book help students build word recognition, increase reading rate, and improve accuracy. Rasinski helps teachers bridge the connection between fluency and comprehension.

<http://www.wegottaread.com>

This site requires a subscription. However, there are a few free samples you can use with students. Teachers can download text in pdf format and use with or without the audio component. This site provides high interest reading materials for reluctant and struggling readers. There are longer stories that include text, vocabulary guide, reading guide, discussion questions, writing prompts, multiple choice assessment, preview videos, and unabridged audio (except where noted). Shorter stories include text, vocabulary guide, reading guide, multiple choice assessments, and unabridged audio. The site includes fiction and non-fiction.

<http://www.greatleaps.com>

Great Leaps Reading is a supplemental reading program designed to build reading fluency. Students work individually with an instructor and the materials for less than ten minutes per day (three days per week minimum). The high school program includes materials for up to three years' worth of remedial work for a student. The high school book can take a

non-reading high school student to an independent reading status. Depending on the severity of the reading problem, a one to two year intervention is most often implemented.

<http://www.lexile.com/findabook>

This website allows you to find books on a variety of topics and ability levels. It is not necessary to know the students Lexile Level to use this site. After you enter the site go to "I don't know my Lexile Level." Use the drop down menu to select the grade level. Click on the radio button "I find books I read for school too difficult." The next screen will have a list of topics. Select the topic you want and a list of subcategories will appear. Select the subcategories of interest. A list of recommended books will appear. You may need to refine the list. To do this go to the right side of the screen and refine your results. These are books commonly found in libraries.

A book, article, or piece of text gets a Lexile measure when it's analyzed by MetaMetrics. For example, the first "Harry Potter" book measures 880L, so it's called an 880 Lexile book. A Lexile text measure is based on two strong predictors of how difficult a text is to comprehend: word frequency and sentence length. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book.

You have a number of search options and features available. The topics linked below spell out the basic search process, explain each feature, and provide tips on how to use "Find a Book" to build a great reading list for any reader. At any time, choose "Find a Book" from the "Tools" menu above to search for books.

## **Vocabulary Instruction**

- Marzano, Robert J., and Debra J. Pickering. *Building Academic Vocabulary: A Teacher's Manual*. Alexandria: ASCD, 2005

Robert Marzano and Debra Pickering are well known for their book *Classroom Instruction That Works*. For this book they conducted a meta-analysis of the research on vocabulary instruction. Using this research they have determined the best practices for vocabulary instruction. They recommend that teachers prioritize the vocabulary students must master at each grade level. The instructional strategies in this book emphasize using linguistic and non-linguistic examples to support student acquisition of essential vocabulary.

- Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Bringing Words to Life*. New York: The Gilford Press, 2002

In this book the authors provide instructional strategies based on many years of research. For instructional purposes they divide words into 3 categories. Tier 1 words are high frequency the words students will learn incidentally through repeated exposure. Tier 2, words are high utility and require explicit, direct instruction. Tier 3, words that can be taught as needed since they have limited use and appear infrequently in text. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life.

- Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating Robust Vocabulary*. New York: The Gilford Press, 2008

This is the follow-up book for *Bringing Words to Life*. This book contains additional strategies and guidance for teachers. *Creating Robust Vocabulary* provides additional tools, tips and detailed explanations of such questions as which words to teach and when and how to teach them. The authors provide specific instructional sequences, including assessments for grade K-12 as well interactive lesson planning resources.

<http://www.myvocabulary.com>

This free site allows students at middle and high school levels, teachers and life-long learners to acquire and retain vocabulary. There are lesson plans and activities for teaching root words. On the left side of the screen there is a link that identifies vocabulary found in high school literature. Vocabulary that may be new or challenging for students is outlined for each chapter of the book. Teachers can find words related to a specific topic. This site is continually updated with new lesson plans and activities.

<https://www.collinsdictionary.com/>

This is a link for a free online version of the Collins COBUILD Dictionary. Definitions are provided in a student friendly format. Unlike other dictionaries words are defined in sentences rather phrases. Since this is the free version it does not have all the features included in the

online and print versions. A fully featured online version can be purchased for under \$11.00. The purchased print and online versions allow users to create their own personal dictionaries.

The student dictionary includes:

- Picture Dictionary Boxes** illustrate vocabulary and concepts
- Words Webs** present topic-related vocabulary text and images
- Word Partnerships** highlight important collocations
- Word Links** increase language awareness and explain origins of words
- Thesaurus** entries offer synonyms and antonyms for common words
- Usage Notes** explain different meanings and uses of words

COBUILD Student Dictionary (paperback) plus Grammar (Book & CD)

Print version is approximately \$10 - 17. Available at: <http://www.amazon.com/Collins-Cobuild-Students-Dictionary-Grammar/dp/0007183860> or <http://www.elearnaid.com/collinscobuild.html>.

## **Vocabulary and Comprehension**

- McEwan, Elaine K. *40 Ways to Support Struggling Readers in Content Area Classrooms, Grades 6-12*. Thousand Oaks: Corwin, 2007

This book is light on theory and full of practical applications for teaching students the essential skills needed to comprehend text across all content areas. Ms. McEwan provides strategies and examples throughout the book. This book covers vocabulary instruction, pre-reading, during reading and after reading activities. She has lessons that help students learn the skills that proficient readers use.

- Beck, Isabel L., Margaret G. McKeown. *Improving Comprehension with Questioning the Author*. New York: Scholastic Professional Books, 2006

In this fully revised edition, Isabel L. Beck and Margaret G. McKeown share their new findings on *Questioning the Author*. What's the big idea? What is the author telling us now? That's what the author says, but what does the author mean? By using queries such as these during reading, at strategic points in a text, students learn how to build meaning and consider and converse with an author's ideas. These queries help focus discussions on important understandings. They also encourage struggling readers to work through the ideas in a text rather than skim over them. The book includes how-to plan and orchestrate

the *Questioning the Author* approach as well as a practical trouble-shooting guide based on classroom transcripts of 25 common challenges.

- Klingner, Janette K., Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford, 2007.

This book is written in a step-by step format. The focus of the book is improving reading comprehension. Specific research-based practices are easy to access. It is not necessary to read the entire book to find instructional strategies to benefit your students. The book is written like a how-to manual. These strategies are good for students with LD as well as all students in the classroom. Provides strategies to use with learning disabled students that are easy to implement in the classroom. These strategies also work well with general education students who are below grade level in reading skills.

- Klingner, Janette K., Sharon Vaughn, Joseph Dimino, Jeanne S. Schumm, and Diane Bryant. *Collaborative Strategic Reading*. Longmont: Sopris West, 2001

Strategic reading is part of an assembly of strategies that are associated with improved outcomes in reading comprehension, particularly reading comprehension as it relates to expository text. This book is based on research that's been conducted over 25 years, with numerous investigators. Strategic reading includes four strategies. The first one is Preview; students scan the material and search for clues. They integrate what they already know, their previous knowledge -- with what they anticipate that they're going to read about. Previewing generates interest in the text, and it stimulates background knowledge that's associated with what they're reading. It also provides students with an opportunity to make informed predictions about what they're going to learn and encourages active reading of a text.

Students work in small groups or pairs. They implement two strategies that the teacher has taught them. These two strategies are "Click and Clunk" and "Get the Gist". When students use Click and Clunk and Get the Gist in their small group, they are reading the same text and, basically, with each paragraph -- or if the paragraphs are short, every couple of paragraphs -- they apply both of these strategies. Click and Clunk is associated with self-monitoring. Students are also taught to re-read sentences with the clunk and look for key ideas.

- Billmeyer, Rachael and Mary L. Barton. *Teaching Reading in the Content Areas: If Not Me Then Who?* Aurora: McREL, 1998

This book contains 40 strategies that help students develop their vocabularies, comprehend both informational and narrative text, and engage in meaningful discussions of what they read. The three interactive elements of reading, strategic processing and strategic teaching are covered in individual chapters. In section 5 there is a list of strategies for the three phases of cognitive processing. This book is practical; all strategies are explained along with specific examples.

- Billmeyer, Rachael. *Strategic Reading in the Content Areas*, Omaha: Rachael Billmeyer, Rachael & Associates, Inc.

This book has a wealth of strategies that are applicable across all content areas. In the introduction (page viii) there is a chart listing strategies, content area examples and the pages where the information can be located. Icons are included in each chapter to focus the reader's attention on various portions of the text. The author advocates for explicit strategy instruction, using the gradual release of control model.

<http://www.learningpt.org/literacy/adolescent/strategies.php>

This is a “how to” website with a direct link to research-based reading strategies. Click on a strategy to find out the procedures for implementation along with additional resources.

<https://all4ed.org/wp-content/uploads/2006/07/ReadingNext.pdf>

This document outlines the *15 Key Elements in Programs Designed to Improve Adolescent Literacy Achievement in Middle and High Schools*. The authors review current research conducted to date and provide an in-depth explanation of what works. Dr. Donald Deshler from the University of Kansas is one of the authors. He is well known for his work in the area of teaching students with learning disabilities. All high school teachers will benefit from reading *Reading Next*. The 15 key elements are applicable across multiple content areas.

[http://www.centeroninstruction.org/files/REL\\_2007-Evidence-based%20decisionmaking%20%20assessing%20reading%20across%20the%20curriculum%20interventions.pdf](http://www.centeroninstruction.org/files/REL_2007-Evidence-based%20decisionmaking%20%20assessing%20reading%20across%20the%20curriculum%20interventions.pdf)

Teaching reading in the content areas requires a significant change in expectations for how content-area teachers embed reading materials, strategies, demands, assignments, and assessments into their classes. When selecting interventions to support reading across the curriculum, educators should consider the extent of the evidence base on intervention

effectiveness and the fit with the school or district context, whether they are purchasing a product from vendors or developing a program internally. This report provides guidance in the decision making process.

<http://www.all4ed.org/files/LitCon.pdf>

This article explains the need for content area teachers to provide specific reading instruction related to their disciplines. The authors explain that elementary level reading instruction builds the foundation. However, the foundation is not the complete house. Middle and high school teachers are responsible for adding to the foundation and building the house. The information in this article can be used to examine literacy practices at the high school level.

### **Fluency, Vocabulary and Comprehension**

- Beers, Kylene. *When Kids Can't Read: What Teachers Can Do.*? Portsmouth: Heinemann, 2003.

This book is written for teachers working with students in grades 6-12. Kylene Beers began her career as a middle school English teacher in a large Texas School District. In her pre-service training she learned how to teach literature composition and grammar. During her first year of teaching she discovered that “half of her students didn’t like to read, and half of those couldn’t read.” This book is the result of her many years of teaching struggling readers. She shares the practices that were successful with her students. There are instructional techniques to improve fluency, vocabulary, and comprehension. It is not necessary to read the entire book. On the back cover there is a list with characteristics of struggling readers and the chapter(s) that address the specific area of need.