













































# Grade Level Data Boards



# Questions



Garden City Public Schools

# Addressing ELL issues within a Multi-Tier System

## Superintendent

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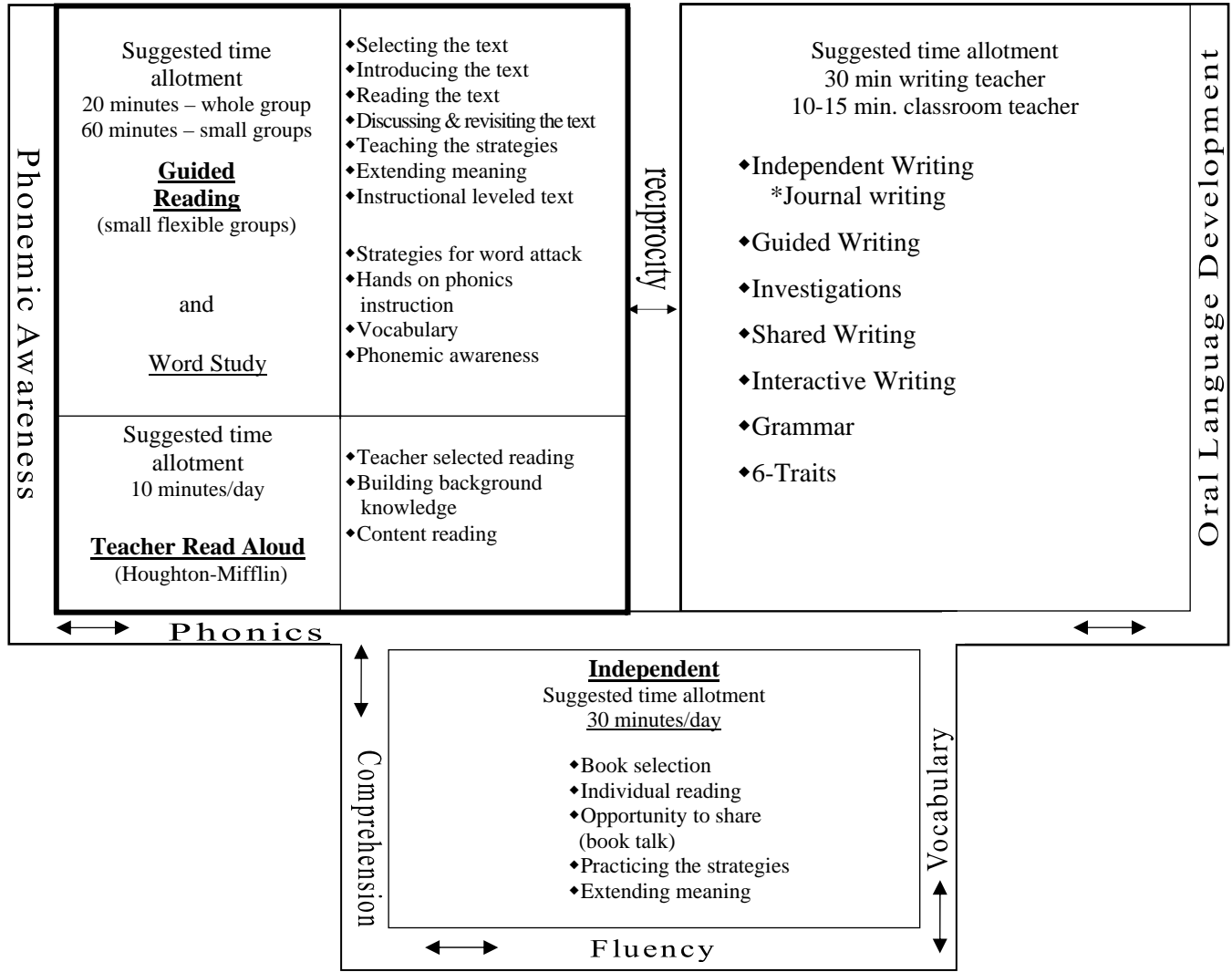
# USD 457 1-4 Primary Literacy Framework

## Tier 1

### READING

### WRITING

(90 minute block minimum expectation)



**DIFFERENTIATED INSTRUCTION**

<ul style="list-style-type: none"> <li>◆ Intervention</li> <li>◆ Flexible grouping</li> <li>◆ ESL strategies</li> <li>◆ Reflective practice</li> <li>◆ Inquiry and discovery</li> <li>◆ Multiple Intelligences</li> </ul>	<ul style="list-style-type: none"> <li>◆ Multi-sensory opportunities</li> <li>◆ Consideration of Bloom's taxonomy</li> <li>◆ Multicultural considerations</li> <li>◆ Accommodations for children with disabilities</li> </ul>
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(Small group or individual instruction)

*A balanced approach to literacy requires a structure for developing reading, writing, listening and speaking skills. This graphic organizer illustrates how a comprehensive literacy program is balanced, differentiated, and implemented in all 1-4 classrooms in Garden City.*

# Retelling

## Kindergarten Observation Checklist For Narrative story read aloud to student

Circle the number to the left of one statement in each row that best describes the student's retelling. Then add the circled numbers together to obtain a total score. Circle the total score (7-21) where it appears in the row of numbers at the top of the rubric to determine the level of comprehension.

<b>Retelling a Story</b>	<b>Beginning 7 8 9 10</b>	<b>Developing 11 12 13 14 15</b>	<b>Proficient 16 17 18 19 20 21</b>
<b>Identifies Characters</b>	<b>(1)</b> Refers to 1 or 2 characters by using pronouns (he, she, it, they)	<b>(2)</b> Refers to 1 or 2 characters by generic name of label (boy, girl, dog)	<b>(3)</b> Refers to most characters by text name (Juan, Mary, Lassie)
<b>Identifies the setting</b>	<b>(1)</b> Gives vague details about when and where the story takes place	<b>(2)</b> Gives some detail about when and where the story takes place	<b>(3)</b> Provides enough detail that reader can visualize when and where the story takes place
<b>Recalls facts</b>	<b>(1)</b> Tells 1 or 2 events or key facts	<b>(2)</b> Tells some important details from text	<b>(3)</b> Tells many important key facts from text
<b>Accuracy of Information</b>	<b>(1)</b> Responds with incorrect information	<b>(2)</b> Responds with some incorrect information	<b>(3)</b> Responds with all accurate facts
<b>Teacher Prompts</b>	<b>(1)</b> Requires 4-5 questions or prompts	<b>(2)</b> Requires 2-3 questions or prompts	<b>(3)</b> Requires 0-1 prompt
<b>Problem</b>	<b>(1)</b> Response does not include a problem	<b>(2)</b> Response includes part of the problem but is incomplete	<b>(3)</b> Response includes the problem
<b>Solution</b>	<b>(1)</b> Response does not include a complete ending	<b>(2)</b> Response includes incorrect information about the ending	<b>(3)</b> Response includes a complete and accurate ending

**Adapted from the rubric available for the (Developmental Reading Assessment)**

# 20 Minute Daily Plan for Whole Group Instruction

For Houghton Mifflin Anthology Hardbound Text

Grades K-2 Model

## 1. Monday (phonics reader/ anthology selection)

- Explicitly teach phonics skill and high frequency words; add words to the word wall. (10 minutes)
- Building background through Teacher Read Aloud selection. (10 minutes)

## 2. Tuesday (anthology selection)

- Explicitly teach story vocabulary. (7 min.)
- Do a review word wall activity with high frequency words. (3 min.)
- Build background for selection of the week by: (one of the following) (9 min.)
  - Predicting
  - Picture walk
  - United streaming video clips
  - Realia
  - Modeling
- Identify comprehension strategy. (1 min.)
  - Identify and model the strategy for students.
  - Emphasize the expectation for students to use the strategy during guided reading lessons.

## 3. Wednesday (anthology selection)

- Review story vocabulary. (3 min.)
- Review background. (2 min.)
- Explicitly teach comprehension strategy. (3 min.)
- Determine an appropriate cut-off point in the story before you start reading the story, preferably a cut-off point that makes it hard to put the book down, a cliffhanger. If the kids complain about you stopping reading the story, that's great! They'll be excited to hear the rest tomorrow. (12 min.)
- Read story through shared reading/teacher read.
- Model the comprehension strategy as you read. (think aloud)

## 4. Thursday (anthology selection)

- Review story vocabulary. (1 min.)
- Recap previous lessons. (3 min.)
- Review comprehension strategy. (2 min.)
- Finish story through shared reading/ teacher read while continuing to model comprehension strategy (think aloud). (15 min.)

## 5. Friday (phonics reader)

- Explicitly teach phonics skill and high frequency words; add words to the word wall. (10 min.)
- Review story by doing comprehension strategy. (10 min.)

Use the decodable text and anthology story, vocabulary words, high frequency word wall words and comprehension strategies as a springboard for next week's center/workstations.....don't expect students to work on a story, vocabulary words, or a comprehension strategy before they have a lot of practice working on it. (As a differentiation activity, your above level readers could be practicing the decodable story on the week it is presented.)

The CD and story can also be used in a listening center the week after being explicitly used for instruction. This will reinforce the vocabulary, strategies, and text type....Remember, a student needs 7-14 explicit/ purposeful exposures to a new word before it becomes a part of their word knowledge.

Day one of this model is a lot of teacher talk. As the week progresses, there is the gradual release of responsibility, which means students are doing more of the talking. Let students interact. You shouldn't be having a conversation with a handful of students while the rest of your students check out.

Try to ensure that you start and stop on time in your 20 minute groups. Research supports a 20 minute activity for elementary age children. Any lesson lasting longer than 20 minutes allows students time to disengage from the task. Promote a fast-paced lesson with activities for student interaction. Some examples of student activities are:

- Cubing
- Quickwrites
- Think-pair-share and many Kagan cooperative learning structures.

On weeks that you launch a new theme, you will have to be vigilant in having fast –paced lessons. You will need to adjust your schedule to accommodate this additional background building.

# **20 Minute Daily Plan for Whole Group Instruction**

**For Houghton Mifflin Anthology Hardbound Text**

## **Grades 3-6 Model**

### **1. Monday**

- Explicitly teach story vocabulary. (10 minutes)
- Build background by: (10 minutes)
  - Predicting
  - Picture walk
  - United streaming video clips
  - Realia
  - Modeling

### **2. Tuesday**

- Review story vocabulary. (5 min.)
- Review background building. (3 min.)
- Explicitly teach comprehension strategy. (12 min.)
  - i. Explain the strategy to students.
  - ii. Model the strategy using the teacher read-aloud.
  - iii. Emphasize the expectation for students to use the strategy during guided reading lessons.

### **3. Wednesday**

- Review story vocabulary. (3 min.)
- Articulate comprehension strategy and model it as you do the shared reading of the anthology selection. (2 min.)
- Determine an appropriate cut-off point in the story before you start reading the story, preferably a cut-off point that makes it hard to put the book down, a cliffhanger. If the kids complain about you stopping reading the story, that's great! They'll be excited to hear the rest tomorrow. (15 min.)
- Model the comprehension strategy as you read. (think aloud)

### **4. Thursday**

- Review story vocabulary. (2 min.)
- Summarize yesterday's reading of the anthology story. (3 min.)
- Review comprehension strategy. (2 min.)
- Model the comprehension strategy as you finish the story.
- Finish story while continuing to model comprehension strategy. (think aloud). (13 min.)

### **5. Friday**

- Do something different to review the vocabulary. (2 min.)
- Choral, echo, or partner read the story (or a portion of the story). (5 min.)
- Practice this week's comprehension strategy and apply it, using the anthology or another short piece of text. (12 min.)

Use this story, vocabulary words, and comprehension strategies as a springboard for next week's center/workstations....don't expect students to work on a story, vocabulary words, or a comprehension strategy before they have a lot of practice working on it.

The CD and story can also be used in a listening center the week after being explicitly used for instruction. This will reinforce the vocabulary, strategies, and text type.... Remember, a student needs 7-14 explicit/purposeful exposures to a new word before it becomes a part of their word knowledge.

Day one of this model is a lot of teacher talk. As the week progresses, there is the gradual release of responsibility, which means students are doing more of the talking. Let students interact. You shouldn't be having a conversation with a handful of students while the rest of your students check out.

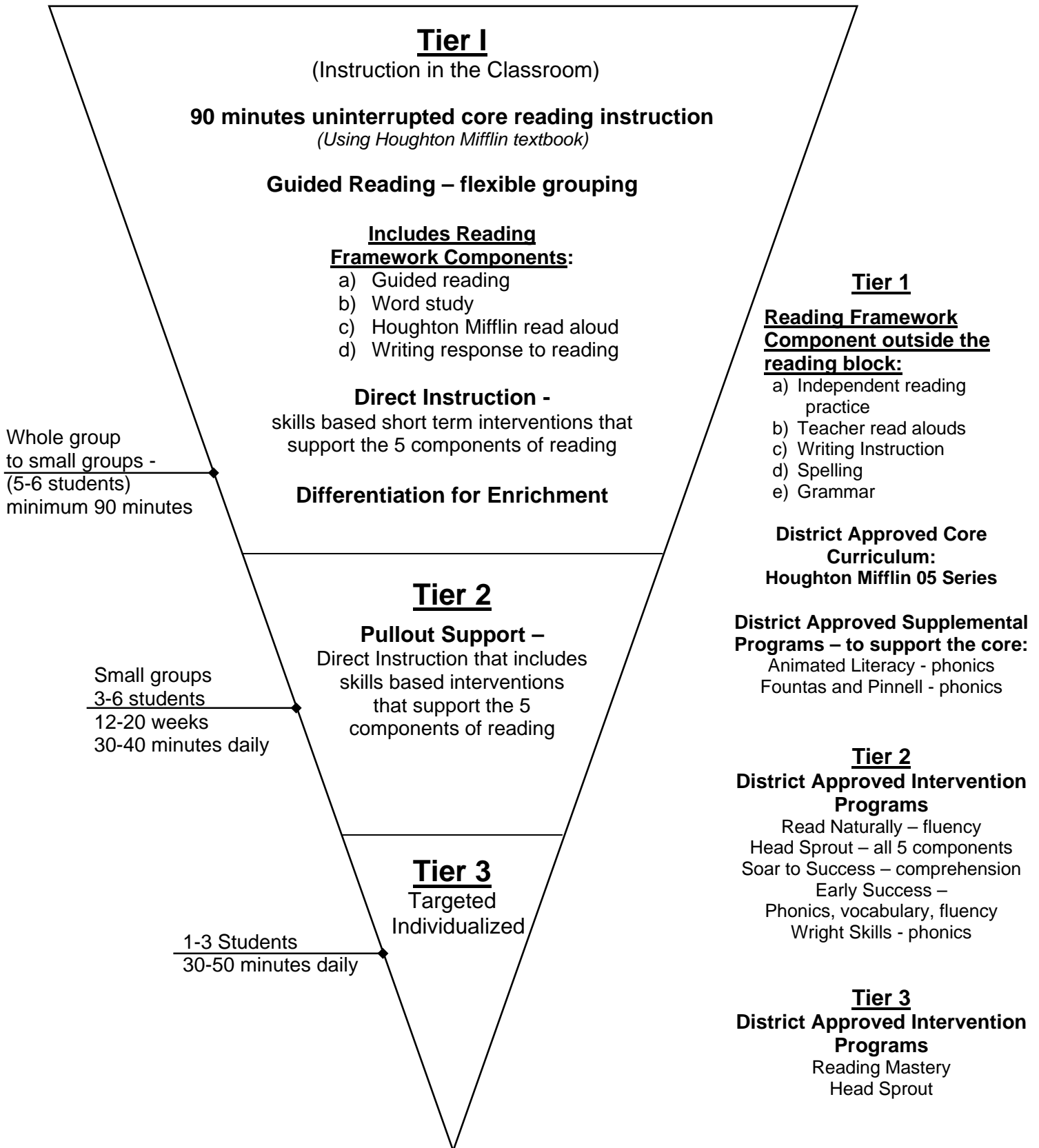
Try to ensure that you start and stop on time in your 20 minute groups. Research supports a 20 minute activity for elementary age children. Any lesson lasting longer than 20 minutes allows students time to disengage from the task. Promote a fast-paced lesson with activities for student interaction. Some examples of student activities are:

- Cubing
- Sticky notes for individual responses
- Quickwrites
- Think-pair-share and many Kagan cooperative learning structures.

On weeks that you launch a new theme, you will have to be vigilant in having fast –paced lessons. You will need to adjust your schedule to accommodate this additional background building.

# Elementary Instructional Model for Reading/Language Arts

## MTSS (Multi-Tier System of Supports)



# Levels of Intervention (MTSS)

## (Multi-Tier System of Supports)

The 3-Tier Model implements three levels of reading intervention to ensure that students' reading needs are addressed.

### **Tier 1**

Tier 1 is comprised of three main elements:

- 1.) **A Core Reading Program** – Our district is currently using the Houghton Mifflin 05 Series to address the five components of reading instruction (phonemic awareness, phonics, vocabulary, phonics and comprehension)
- 2.) **Progress Monitoring** of all kindergarten through fourth grade students. Students are administered DIBELS as a benchmark test 3-4 times a year to determine instructional needs. Students are also administered the DRA (Developmental Reading Assessment) at least two times a year to determine instructional reading levels. Subsequent progress monitoring probes such as DIBELS progress monitoring and running records are then administered to all students who scored below the initial benchmark. The data that is collected serves to guide the reading instruction provided by the teachers.
- 3.) **Ongoing Professional Development** provides teachers with the necessary tools to ensure every student receives quality reading instruction. Professional development workshops are designed specifically for each grade level and contain three key elements:
  1. Data and its use in guiding instructional decision making.
  2. Elements of a successful reading program including: Oral language development, SIOP, phonological awareness, phonics, word study, fluency, comprehension, guided reading and differentiated instruction.
  3. Features of effective instruction including: cooperative learning, classroom management, etc.

Many layers of professional development will be offered by the district and may include:

- outside consultants
- district or school professional library
- study groups
- instructional coaching
- observation of other teachers

### **Role of Support Staff**

Reading Intervention Specialists and other certified staff doing inclusion will be offering skills based instruction (not guided reading). All instruction will be based on data.

### **Tier 2**

One reading program is not likely to meet the needs of all students. Therefore, it is necessary to provide intervention programs to address the reading skills of students who are not making adequate progress in their core reading instruction. The purpose of secondary intervention is to prevent these students from a continued lack of progress and a need for more intensive intervention.

Tier 2 provides additional, small group instruction outside the reading block to students who score below benchmark criteria in one or more critical areas of reading. Tutoring is provided to groups of three to six students for 30 minutes per day. Content of the tutoring sessions reflects the important components of reading based on the grade level of the students and is planned according to progress monitoring data. Students who progress to grade level are exited and their progress is monitored to assure on-level reading. Those who do not exit are provided with the third tier of intervention.

### **Tier 3**

Tier 3 is designed for students with low reading skills and sustained lack of adequate progress when provided with primary and secondary intervention. Tutoring at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of struggling readers. Group size is smaller and the duration of daily instruction is longer. Tier 3 instruction occurs outside the reading block.

# Garden City Literacy Coach Plan

2008-2009

## Vision Statement

*All Garden City students will read and write at or above grade level.*

## Belief Statement

*We promote the belief that all teachers are teachers of reading.*

## Action Steps

1. Garden City schools will create and foster professional learning communities.
2. Staff development will be provided that promotes effective reading strategies
3. Teachers will collaborate and share ownership for the academic success of each student.

## Coaching skills that will be developed

- Effective classroom modeled lessons
- Appropriate feedback to teachers
- Coaching sessions with teachers which include a pre-conference, observation and post-conference
- Effective presentation skills
- Analysis of data sets
- Facilitation of adult study groups
- Analysis of student performance
- Documentation of successful teaching
- Facilitation of reflective practice

### Elementary (K-4) Coach Meetings 08-09

(half days 1:00-3:30)  
ESC BOE Room

August 22, 2008 (full day at Lee Richardson Zoo)	January 16, 2009
September 12, 2008	February 13, 2009 (combined)
October 10, 2008	March 6, 2009
November 14, 2008	April 10, 2009
December 12, 2008	May 8, 2009 (combined)

### Secondary (5-12) Coach Meetings 08-09

(half days 1:00-3:30)  
BSIC Literacy Coach Loft

September 26, 2008	February 13, 2009 (combined at ESC)
October 24, 2008	March 13, 2009
November 21, 2008	April 17, 2009
December 19, 2008	May 8, 2009 (combined at ESC)
January 23, 2009	

## Accomplishments 07-08

- Completed book study “Differentiated Instruction: Grouping for Success” by Jan Hasbrouck
- Assisted all teachers in the district as they began implementing the district action plan components of: SIOP, DI, Reading First best practices and guided reading.
- Assisted teachers as they continued working with differentiated literacy centers.
- Continued refining and adding time for interventions through the MTSS model.
- (elementary) Created a whole group model of instruction to assist teachers when working in the Houghton Mifflin anthology.
- Created a literacy definition of differentiated instruction.
- (elementary) Worked with teachers to create a 4<sup>th</sup> grade model lesson of guided reading.
- Created a list of research based best practice ideas for writing responses to reading.
- Provided professional development and strategy instruction to building staff members.
- Facilitated research and best practices in buildings.
- Facilitated awareness of text structure in buildings.
- Helped organize and facilitate assessment in buildings.
- Continued to build trust and rapport with teaching staff.
- Continued to improve reading instruction through the use of data
- Collaborated with District Coordinator and Coaches for a more unified district literacy program.

## Goals 08-09

- Continue to refine and improve personal development through collaboration with district Literacy Coordinator and Coaches.
- (elementary) Participate in a coach book study with a book yet to be determined. (possibly Learning Along the Way and Teaching for Deep Comprehension).
- (secondary) Participate in a book study (Less is More, Active Literacy or Hypertext).
- Continue to improve using data for classroom instruction.
- Continue to improve quality of instruction through modeling in classrooms.
- Continue to refine reflective teaching practices.
- Continue building trust and rapport with teachers.
- Assist with the district goals and implementation of SIOP, Differentiated Instruction, Reading First best practices, and Guided Reading.
- Continue to research and assist with Differentiated Literacy Center Activities.
- Explore Tier 2 and 3 MTSS intervention programs for increased student achievement.
- Assist teachers in finding writing activities that promote increased achievement in both reading and writing.
- (elementary) Develop consistency in testing DRA.

**Elementary (K-4) Principal/Coach Meetings  
08-09**

(1:00-2:30)

October 2, 2008 (Edith Scheuerman)	February 19, 2009 (Georgia Matthews)
November 20, 2008 (Buffalo Jones)	April 16, 2009 (Jennie Wilson)

**Secondary (5-12) Principal/Coach Meetings  
08-09**

(1:00-2:30)

October 9, 2008 (GCHS)	April 30, 2009 (CSIC)
December 4, 2008 (BSIC)	

# Literacy Instruction Roles and Responsibilities

Classroom Teacher	Reading Intervention Specialist
<ol style="list-style-type: none"> <li>1. <b>Administer Screening Assessments.</b> <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• DRA</li> <li>• Formatives (if applicable)</li> </ul> </li> <li>2. <b>Plan for and teach explicit strategy instruction groups.</b></li> <li>3. <b>Plan for and monitor centers.</b></li> <li>4. <b>Responsible for progress monitoring.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Administer additional diagnostic assessments to intensive/struggling readers (refer to continuum).</b> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Phonics</li> <li>• Vocabulary</li> <li>• Comprehension</li> <li>• Fluency</li> </ul> </li> <li>2. <b>Plan for and teach intervention group (not guided reading). Using pre-selected materials and activities.</b></li> <li>3. <b>Responsible to monitor progress of skills.</b></li> <li>4. <b>Plan, monitor and regroup for small intervention groups.</b></li> </ol>

# Walkthrough Checklist

Name of Administrator \_\_\_\_\_

Name of Teacher \_\_\_\_\_

ENVIRONMENT	
	All <b>S</b> involved when working in small groups
	Class management (proximity) maximizes <b>S</b> learning
	<b>S</b> access and use prior knowledge ( <b>T</b> builds background)
	<b>S</b> are on task/engaged
	<b>S</b> receive praise/encouragement
	Transitions are effective & efficient
	<b>T</b> and <b>S</b> materials are organized & accessible
	Number of students in group is appropriate

INSTRUCTION	
	Learning goals are clear and posted (content and language)
	<b>T</b> checks for understanding
	<b>T</b> differentiates instruction including the use of higher order questioning
	<b>T</b> provides modeling (visuals, hands-on, demonstrations)
	Teaching is student-centered
	<b>T</b> ties lesson to state standards/indicators
	Independent level work is practical and meaningful
	<b>T</b> provides ample practice and application of strategies using a variety of techniques
	Activities are purposeful and related to learning goals and clearly explained
	<b>T</b> provides explicit instruction (vocabulary)

READING FRAMEWORK	
	<b>T</b> follows the district framework expectations
	Strategies are utilized for building fluency
	Strategies are utilized for building vocabulary
	<b>T</b> models fluent reading
	<b>T</b> provides strategy instruction for comprehension (district strategies for before, during & after reading)
	<b>T</b> uses instructional "leveled" books for guided reading
	<b>T</b> exposes <b>S</b> to a variety of literature (narrative, technical, persuasive, expository)
	<b>T</b> provides access to print with a well-stocked classroom library
	<b>T</b> utilizes a word wall with high frequency words
	<b>T</b> uses word walls as instructional tools to support classroom reading and writing
	<b>T</b> provides activities that help <b>S</b> decode and use spelling patterns
	<b>S</b> are allowed time to share reading and writing products
	<b>T</b> provides opportunities for shared, guided interactive or independent writing
	<b>T</b> provides a link between reading and writing
	Utilization of the Houghton Mifflin textbook

COMMENTS	

**T** – Teacher    **S** – Student

*It is expected that a Principal will visit each classroom at least once per week.*

*Revised July 2008*

# Literacy Centers

Were the students engaged in meaningful center/workstation activities that were literacy-related?

Yes \_\_\_\_\_ No \_\_\_\_\_

If so, did the students seem to be practicing a skill that had already been introduced?

Yes \_\_\_\_\_ No \_\_\_\_\_

When the students were involved in independent work:

Did they seem to know what was expected?

Yes \_\_\_\_\_ No \_\_\_\_\_

Were they able to follow directions?

Yes \_\_\_\_\_ No \_\_\_\_\_

Did they have opportunities to read?

Yes \_\_\_\_\_ No \_\_\_\_\_

Was the work differentiated for students?

Yes \_\_\_\_\_ No \_\_\_\_\_

**Notes:**

Strengths	Areas Needing Improvement

**Next Steps**

## 30-Minute Team Meeting Agenda

Today's Date: \_\_\_ August 20, 2008 \_\_\_ Recorder: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Facilitator: \_\_\_\_\_

Participants: \_\_\_\_\_

Grade Level Goal \_\_\_\_\_

- **Purpose of the meeting:**

- ✓ Aug 25<sup>th</sup> testing window for PPVT and DIBELS (checkout system for testing materials, discuss training new teachers)
- ✓ Literacy and professional closet check out policies
- ✓ Expectations for grade level meetings
- ✓ Sign-up for Tier II intervention time
- ✓ (4<sup>th</sup> Grade) NAEP testing information

- **The plan will be supported by the:**

Teacher actions:

1.

2.

Coach actions:

1.

2.

Principal actions

1.

2.

- **Problems**

Brainstorming practical solutions

Action plan (rank-order brainstorm ideas, checks for student progress, list strategies to implement between now and next meeting).

Victor Ornelas Elementary School  
Tier Two Intervention Student Data Sheet  
2007-2008

Student Name \_\_\_\_\_ Class \_\_\_\_\_  
Intervention \_\_\_\_\_ Teacher \_\_\_\_\_

**Individual Learning Plan (ILP) YES NO**

Last update on ILP: \_\_\_\_\_  
DATA: PPVT \_\_\_\_\_ EVT \_\_\_\_\_ PPVT \_\_\_\_\_ EVT \_\_\_\_\_

SAT 10, NCE \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup>

Kansas State Assessments -Rd \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> Math \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

KELPA (Domain; Level) \_\_\_\_\_

DRA Level: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**DIBELS:**

Benchmark:	ORF	RTF		
BOY _____	_____	_____	_____	_____
MOY1 _____	_____	_____	_____	_____
MOY2 _____	_____	_____	_____	_____
EOY _____	_____	_____	_____	_____

PHONICS SCREEN: \_\_\_\_\_

Other progress monitoring or screening data: \_\_\_\_\_

Strengths:

Areas of Need:

## **Interventionists**

### **During the Reading Block**

- Work with small groups, but it is ok to work with all students.
  - Collaborate with classroom teacher to create center and student groups.
  - During whole group instruction if the teacher does not need your assistance you could use this time for professional development, working with another classroom teacher, or running an intervention group.
- Prepare your own lesson with a focus on Tier 2 vocabulary development using the HM vocabulary readers and other resources that are available.
- Focus on the needs of the student, supported by data
- Collaborate with the classroom teacher/ document collaboration
- Flexible grouping based on data and collaboration with coaches and classroom teachers

### **Outside the Reading Block**

- Tier 2 and Tier 3 Instruction with intervention groups
- ESL Focus on Vocabulary (Tier 2 vocabulary development based on the HM readers and other resources that are available).
- Instruction can be either inclusion or pullout
- Make a schedule of students you are working with outside the block
- Afternoon interventions should be 30 minutes with no more than 6 students
- Lessons should tied into the four domains (Reading, Writing, Speaking, Listening)
- Differentiate instruction
- There will be a combined Interventionist data meeting once a month
- Flexible grouping
- Data will be used to determine flexible groups

# Resources

## **Books for Literacy Coach Study Groups**

Allen, Jennifer. (2006). *Becoming a Literacy Leader: Supporting Learning and Change*. Portland, ME: Stenhouse.

Bean, Rita. (2004). *The Reading Specialist: Leadership for the Classroom, School, and Community*. New York: The Guilford Press.

Hasbrouck, Jan & Carolyn Denton. (2005). *The Reading Coach: A How-To Manual For Success*. Longmont, CO: Sopris West

Lyons, Carol A. & Gay Su Pinnell. ((2001). *Systems for Change in Literacy Education*. Portsmouth, NH: Heinemann

Sweeney, Diane. (2003). *Learning Along the Way*. Portland, ME: Stenhouse.

## **Books for Teacher Study Groups**

Allington, Richard L. (2007). *Classrooms That Work: They Can All Read and Write*, 4<sup>th</sup> ed. Boston: Allyn and Bacon.

Allington, Richard L. (2006). *What Really Matters for Struggling Readers: Designing Research-Based Programs*, 2<sup>nd</sup>. Ed. Boston: Allyn and Bacon.

Beck, Isabel, Margaret G. McKeown, Linda Kucan. (2002). *Bringing Words to Life*. New York: Guilford Press.

Boushey, Gail & Joan Moser (2006). *The Daily 5: Fostering Literacy Independence in Elementary Grades*. Portland, ME: Stenhouse.

Cooper, David J., David Chard, Nancy D. Kiger. (2006). *The Struggling Reader: Interventions That Work*. New York: Scholastic.

Dorn, Linda J., Cathy French, Tammy Jones. (1998). *Apprenticeship In Literacy: Transitions Across Reading and Writing*. Portland, ME: Stenhouse.

Dorn, Linda J. & Carla Soffos. (2001). *Shaping Literate Minds: Developing Self-Regulated Learners*. Portland, ME: Stenhouse.

Echevarria, Jana, Mary Ellen Vogt, Deborah J. Short. (2004). *Making Content Comprehensible for English Learners: The SIOP Model*. Boston: Allyn and Bacon.

Keene, Ellin Oliver & Susan Zimmerman. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann

## Resources continued...

Mere, Cathy. (2005). *More Than Guided Reading: Finding the Right Instructional Mix, K-3*. Portland, ME: Stenhouse.

Moore, Paula, & Anna Lyon. (2005). *New Essentials for Teaching Reading in PreK-2*. New York: Scholastic.

Pinnell, Gay Su & Patricia L. Scharer. (2003). *Teaching for Comprehension in Reading Grades K-2*. New York: Scholastic.

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

Routman, Regie. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD

Vaughn, Sharon & Sylvia Linan-Thompson. (2004). *Research-Based Methods of Reading Instruction*. Alexandria, VA: ASCD.

### **Resource Books**

Blachman, Benita, A., Eileen Wynne Ball, Rochella Black, Darlene M. Tangel. (2006). *Road to the Code: A phonological Awareness Program for Young Children*. Baltimore, MA: Paul Brooks.

Hall, Susan L. (2006). *I've DIBEL'd, Now What: Designing Interventions with DIBELS Data*. Longmont: Sopris West.

Oczkus, Lori (2004). *Super 6 Comprehension Strategies: 35 Lessons and More for Reading Success*. Norwood, MA: Christopher Gordon.

Zgonc, Yvette. ( 2000). *Sounds in Action: Phonological Awareness Activities and Assessment*. Peterborough, NH: Crystal Springs.

## Works Cited

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Cole, Robert W., ed. (1995). *Educating everybody's children*. Alexandria, VA: ASCD.

Deschler, D. (1983). *Joyful fluency: brain-compatible second language acquisition*. San Diego, CA: The Brain Store.

Griffin, J.L. (July 31, 1987). "Dropout rate tied to early failure." *Chicago Tribune*, p. 1.

Jesness, Jerry. (2004). *Teaching English language learners K-12*. Thousand Oaks, CA: Corwin Press.

Kottler, Ellen and Jeffery Kottler. (2002). *Children with limited English: teaching strategies for the regular classroom*. Thousand Oaks, CA: Corwin Press.