

Professional Resources for Teachers of Striving Literacy Learners

Supplemental Professional Resources	Description of Resource
<p>The CAFÉ Book: Engaging All Students in Daily Literacy Assessment and Instruction (Boushey and Moser) Grades K-5</p>	<p>In <i>The CAFÉ Book</i>, Gail Boushey and Joan Moser present a practical, simple way to integrate assessment into daily reading and classroom discussion. The CAFÉ system, based on research into the habits of proficient readers, is an acronym for Comprehension, Accuracy, Fluency, and Expanding vocabulary. The system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small-group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs.</p> <p>Gail and Joan developed the CAFÉ system to support teachers as they:</p> <ul style="list-style-type: none"> · organize assessment data so it truly informs instruction; · track each child's strengths and goals, thereby maximizing time with him or her; · create flexible groups of students, all focused on a specific reading strategy; and · help students remember and retrieve the reading strategies they learned. <p>The CAFÉ system does not require expensive materials, complicated training, or complete changes to current classroom literacy approaches. Rather, it provides a structure for conferring with students, a language for talking about reading development, and a system for tracking growth and fostering student independence. The CAFÉ system's built-in flexibility allows teachers to tailor the system to reflect the needs of their students and their state's standards. And it's a perfect complement to <i>The Daily Five</i>, "The Sisters" influential first book, which lays out a structure for keeping all students engaged in productive literacy work for every hour of every classroom day.</p>
<p>Collections: Professional Development My HRW (Digital Dashboard) Grades K-12</p>	<p>Library of professional development covering a very wide range of educational and instructional topics including: Close Reading, Choosing Complex Texts, Writing & Language, Vocabulary, Speaking & Listening, Media Literacy & Technology, Differentiation, Reading Support, Engagement & Motivation, and Performance Task Assessments, Within each of these topics are research articles, classroom videos, lessons, models, and webinars.</p>

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<p>Collections: Teacher Resources My HRW (Digital Dashboard) Grades 6-12</p>	<p>Interactive Whiteboard Lessons: These engaging presentations offer thorough coverage of key Reading Literature and Reading Informational Text Common Core skills, such as: analyzing figurative language and imagery, examining word choice and tone, analyzing and evaluating arguments, comparing texts, and synthesizing information. Use the dynamic instruction, interactive practice, and review games to motivate and teach the whole class or small groups.</p> <p>Guiding Questions: Each selection is accompanied by guiding questions to help your students through different sections of the text. You can use these questions in class discussions to help your students: understand the meaning of the text, especially parts that might be challenging on a first read, analyze the author's choices, consider how those choices affect them as readers, evaluate the text and their reactions to it.</p> <p>NovelWise: From page-turning bestsellers to timeless classics, novels can captivate and inspire. The strategies on this site can help students analyze and appreciate any novel, as well as find recommendations for great reads.</p> <p>Nonfiction Connections: The Common Core State Standards require students to be able to read, analyze, and evaluate all kinds of informational texts, including: speeches, diaries, true-life accounts, newspaper articles, and political cartoons. Give students more opportunities to sharpen their critical reading skills using some of the primary-source informational texts in this library.</p> <p>Standards Support – Civics and Health: Need materials for covering the Florida civics and health education standards in your language arts classroom? Find comprehensive instruction and teaching tips in these interactive teacher's editions.</p>
<p>The Continuum of Literacy Learning, Grades PreK-8: A Guide to Teaching, 2nd Edition (Pinnell and Fountas) Grades PreK-8</p>	<p>Where other assessment and benchmark systems leave you wondering "Now what?" Fountas and Pinnell have provided a link from assessment to instruction via proven classroom practices such as guided reading and read aloud. This book contains seven continua. Each continuum focuses on an area of the language arts curriculum. Six continua provide grade level expectations and are designed for planning group instruction. The seventh, the Guided Reading continuum, is organized by Fountas and Pinnell level from A to Z and correlates directly with the <i>Fountas and Pinnell Benchmark Assessment System</i> levels. The continua provide specific descriptions of the texts that students read, listen to, write, and perform. In addition, each continuum lists specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.</p> <p>As the world of literacy changes, we also see some important changes in the acquisition of literacy across grade levels. The second edition of <i>The Continuum of Literacy Learning</i> has been adjusted to reflect those changes. First, the preschools of today are different from those of five years ago; so a Pre-Kindergarten set of continua has been added to the Pre-K -8 and Pre-K-2 versions of this book. This Pre-Kindergarten continuum does not represent "moving" the first grade curriculum down. Instead, it presents a rich array of understandings relative to oral language, story telling, and playful print awareness to provide a strong foundation for Kindergarten learning.</p> <p>The basic detailed descriptions of behaviors and understandings to notice, teach, and support for grades K through 8 remain the same; but in this new edition of the seven continua, we have added new challenges such as the effective processing of graphic texts and novels. We have also examined carefully the National Assessment of Educational Progress (NAEP) framework for 2009-2010 and made changes in some of the ways behaviors and understandings are expressed. Additionally, we have strengthened the expectation to recognize and effectively process genres that are embedded within other genres (hybrid texts-for example a letter, diary entries, or newspaper articles within fictional narratives). The continuum has also been adjusted in response to current research as well as to a great deal of information related to the implementation of assessment in schools. Finally, the continuum has a new design that makes it easier to read and interpret.</p>

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<p>The Daily 5: Fostering Literacy Independence in the Elementary Grades (Boushey and Moser) Grades K-12</p>	<p><i>The Daily 5, Second Edition</i> retains the core literacy components that made the first edition one of the most widely read books in education and enhances these practices based on years of further experience in classrooms and compelling new brain research. The Daily 5 provides a way for any teacher to structure literacy (and now math) time to increase student independence and allow for individualized attention in small groups and one-on-one.</p> <p>Teachers and schools implementing the Daily 5 will do the following:</p> <ul style="list-style-type: none"> • Spend less time on classroom management and more time teaching • Help students develop independence, stamina, and accountability • Provide students with abundant time for practicing reading, writing, and math • Increase the time teachers spend with students one-on-one and in small groups • Improve school-wide achievement and success in literacy and math.
<p>Data Literacy For Teachers (Love) Grades K-12</p>	<p>Student data is vitally important information that can be used in the assessment of student learning. Collecting, recording, and analyzing student data helps teachers make decisions about instruction (when it's working, when it needs to be changed). Furthermore, federal laws (NCLB, the 2001 reauthorization of the Elementary and Secondary Education Act, or ESEA) and state laws/policies (e.g., Common Core State Standards, or CCSS) require the collection and reporting of student data, which is used to evaluate the performance of teachers and schools. Yet while teachers are required to collect and report student data, they are not always trained in how to interpret and use such data.</p> <p>Data is of minimal value unless teachers are data literate. <i>Data Literacy for Teachers</i> by Nancy Love is a practical, quick-reference laminated guide designed to help teachers feel comfortable, knowledgeable, and skilled in using a variety of data on a regular basis to improve teaching and learning.</p> <p>The guide</p> <ul style="list-style-type: none"> • Provides a simple framework for strengthening teachers' data literacy • Identifies multiple types of data teachers should analyze • Describes different methods for data analysis • Explains how data can be used to immediately and directly impact instruction and student achievement <p>The six-page (bi-fold) guide depicts The Data Pyramid, which illustrates the following five data types, along with an approximate frequency of use for each</p> <ol style="list-style-type: none"> 1. Formative Classroom Assessment 2. Formative Common Assessment 3. Benchmark Common Assessment 4. Data About People, Practices and Perceptions 5. Summative Assessment <p>A concise description of each type of data is provided, along with suggested methods for collecting and accurately analyzing data (individually and with colleagues in data teams).</p> <p><i>Data Literacy for Teachers</i> will help teachers build data literacy skills and unleash the power of data to improve teaching and learning.</p>

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<p style="text-align: center;"> Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, Third Edition (Copple and Bredekamp) Grades PreK-3 </p>	<p>This has been an essential resource for the early childhood field since its first edition in 1987. This third edition is the most extensive yet, fully revised to align with the latest research on development, learning, and teaching effectiveness. In this book, early childhood practitioners and students will find a wealth of information:</p> <ul style="list-style-type: none"> • NAEYC’s official Position Statement on Developmentally Appropriate Practice (DAP) • A chapter by Carol Copple and Sue Bredekamp that makes clear the connection between DAP and excellent teaching, and challenges the field to think about developmentally appropriate practice with more openness and precision • Overviews of children’s development and learning in four periods of life: the infant and toddler years, the preschool years, the kindergarten year, and the primary grades • Pages of specific examples for each age period describing key practices seen in high-quality early childhood settings (centers and school classrooms as well as family child care) – and, by contrast, practices that are less likely to serve children well • A CD of additional resource material will further support learning: <ul style="list-style-type: none"> ○ More than 60 readings (pdf format) taken from <i>Young Children</i> articles and NAEYC’s books and position statements that relate to, expand on, and explain DAP concepts mentioned in the book ○ Two dozen video examples from real early childhood classrooms, plus commentary text, that highlight significant elements of developmentally appropriate practice in action
<p style="text-align: center;"> Developmentally Appropriate Practice: Focus on Children in First, Second, and Third Grades (Copple and Bredekamp) Grades 1-3 </p>	<p>Edited and compiled just for teachers, this resource explains developmentally appropriate practice (DAP) so teachers can apply DAP in their work with children in first, second and third grades. Chapters include:</p> <ul style="list-style-type: none"> • What is Developmentally Appropriate Practice?: A brief introduction to the main ideas of DAP • Teaching Children in First, Second, and Third Grades: Connecting DAP to excellent teaching • An Overview of the Development in the Primary Grades: Overview of learning and development in first, second, and third grades • Developmentally Appropriate Examples to Consider: Examples of key DAP practices, as well as contrasting practices that are less likely to serve children well • Supporting Children’s Learning While Meeting Standards: Connecting standards to DAP • <i>Young Children</i> Articles: Ten articles from <i>Young Children</i> that provide examples of applying developmentally appropriate practice when working with children in first, second, and third grades
<p style="text-align: center;"> Road to the Code (Blachman, Ball, Black, and Tangel) Grades K-1 </p>	<p>For helping kindergartners and first graders who are having difficulty on their early literacy skills, Road to the Code is a successful, 11-week program for teaching phonemic awareness and letter sound correspondence. Developmentally sequenced, each of the 44 15- to 20-minute lessons features three activities — Say-It-and-Move-It, Letter Name and Sound Instruction, and Phonological Awareness Practice — that give students repeated opportunities to practice and enhance their beginning reading and spelling abilities. Road to the Code is backed by more than 10 years of study in kindergarten and first-grade classrooms.</p> <p>Detailed scripted instructions and reproducible materials — such as Alphabet Picture and Sound Bingo cards — make this program easy for teachers to use. Teachers have the flexibility to work with students individually or in small groups and may adjust the amount of time it takes for a student to complete the program. With these proven phonological awareness activities, educators can confidently intervene before children have a chance to fail.</p>

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<p style="text-align: center;"> Super QAR (Question Answer Relationships) Grades 1-8 </p>	<p> QAR (Question Answer Relationships) is a research-based method for getting students to think about what they read. It helps students identify the type of question being asked and shows them how to approach each type to answer it correctly. QAR is a strategy where students examine the type of question and consider where they need to find the answer. There are two main places where answers are found, either in the text or in your head. </p> <p> There are two further subdivisions for questions in the text. First, the answers can be right there in the text. Right there questions will usually be found in one location in the text usually within the same sentence. Second, some questions can require the reader to think and search. Think and search questions ask the reader to look for the answer in multiple places in the text. </p> <p> There are two further subdivisions for questions in your head. Author and me questions require that the reader use the text and what they know and put both together to formulate the answer. On my own questions can be answered without reading the text. </p> <p> Super QAR goes beyond QAR by providing: </p> <ul style="list-style-type: none"> • A framework for comprehension instruction • A language for discussing comprehension strategies • A way to implement effective school-wide reading comprehension instruction • An approach to improve test-taking skills through authentic instructional activities • A perfect supplement to all literacy curriculums regardless of the reading approach

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<p data-bbox="138 321 474 457"> When Readers Struggle: Teaching That Works (Pinnell and Fountas) Grades K-3 </p>	<p data-bbox="529 201 1959 256"> <i>When Readers Struggle: Teaching That Works</i> is a comprehensive resource on struggling readers. It's filled with specific teaching ideas for helping children in kindergarten through Grade 3 who are having difficulty in reading and writing. </p> <p data-bbox="529 302 1959 477"> We want these young students to think and behave like effective readers who not only solve words skillfully but also comprehend deeply and read fluently. To achieve our goal, we need to place them in situations in which they can succeed and then provide powerful teaching. Gay Su Pinnell and Irene Fountas offer numerous examples and descriptions of instruction that can help initially struggling readers become strategic readers. <i>When Readers Struggle: Teaching That Works</i> focuses on small-group intervention and individual interactions during reading and writing. Pinnell and Fountas also illustrate how to closely observe readers to make the best possible teaching decisions for them as well as how to support struggling readers in whole-class settings. </p> <p data-bbox="529 522 1959 578"> Find immediately usable answers to your questions about struggling readers from educators you trust. Read Pinnell and Fountas' <i>When Readers Struggle: Teaching That Works</i> and find teaching that works for struggling readers. </p>
<p data-bbox="126 789 487 964"> Writing Pathways: Performance Assessments and Learning Progressions (Calkins) Grades K-5, 6-8, K-8 </p>	<p data-bbox="529 604 1959 721"> Lucy Calkins' groundbreaking performance assessments offer instructional tools to support continuous assessment, timely feedback, and clear goals tied to learning progressions that have been aligned with world-class standards. Originally published as part of the bestselling <i>Units of Study in Opinion/Argument, Information, and Narrative Writing</i>, grades K–8, <i>Writing Pathways</i> is ideal for writing workshop, but suitable for any writing instruction context or curriculum. </p> <p data-bbox="529 766 844 789"> This practical guide includes: </p> <ul data-bbox="579 834 1959 1146" style="list-style-type: none"> • Learning progressions for opinion/argument, information, and narrative writing, which map the specific benchmarks students will master for every grade level • On-demand writing prompts that support school wide performance assessment • Student checklists to help students set goals and integrate crucial self-assessment into their work • Rubrics to support individual teachers and professional learning communities as they evaluate mastery and plan instruction within and across grade levels • Student writing samples that illustrate different ways students have exemplified standards and highlight essential features of each writing genre • Annotated exemplar pieces of writing on the same topic for every grade level that highlight the traits you can expect to see at each level of the learning progressions.