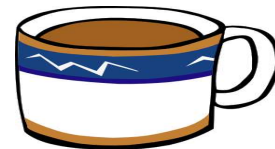


Secondary Literacy
No Tears over Tiers/Secondary Literacy
RTI Secondary Module-October 2008



Annotated Bibliography

Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. Portland, Maine: Stenhouse Publishers. This book offers teachers detailed strategy lessons in “activating and building background knowledge; making word learning meaningful and lasting; building concept knowledge; using word and structural analysis to create meaning; using context as a text support; making reading the heart of vocabulary instruction.”

Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary grades 4-12*. Portland, Maine: Stenhouse Publishers. “In *Inside Words*, Janet Allen merges recent research and key content-area teaching strategies to show teachers how to help students to understand the academic vocabulary found in textbooks, tests, articles, and other informational texts.”

Beers, K. (2003). *When kids can't read what teachers can do*. Portsmouth, NH: Heinemann. This comprehensive handbook offers English/language arts teachers what they need to help students improve their reading comprehension skills. “Filled with student transcripts, detailed strategies, reproducible material, and extensive booklists,... this guide to teaching reading both instructs and inspires.”

Buehl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association. This book features forty-five literacy building strategies that emphasize effective learning in the content area. Its target audience is middle and high school teachers. The appendix contains blank strategy forms that can be duplicated for classroom use.

Daniels, H. & Zemelman, S. (2004) *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann. This book makes the case for teaching content-area reading strategies with the first four chapters focusing on the rationale of this approach. The remainder of the book is designed to address the needs of content area teachers, empowering them to successfully teach all of their students. It provides specific strategies and vignettes from actual classrooms.

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse Publishers. This book is packed with suggestions to assist students in acquiring the strategies they need to think as they read. The authors develop six strategies: making connections to text, questioning, visualizing, inferring, determining importance, and synthesizing with “examples of student work, illustrations, scripts of conversations, and a complete assessment interview to demonstrate and evaluate students.” An additional benefit is an extensive appendix overflowing with resources that support strategy instruction.

McKenna, M. (2002). *Help for struggling readers: Strategies for grades 3-8*. New York, NY: The Guilford Press. This is a handbook of instructional strategies for use with struggling readers in the upper elementary and middle grades. Activities are grouped in chapters by the strategies they promote. The book's 8 ½ “ x 11” format and reproducible materials make it a useful resource.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers. This book provides practical suggestions for teachers who want to incorporate comprehension instruction into their lessons. Highly readable, the book features anecdotes, a thorough explanation of current theories, and a “what works” section that offers teachers tips and ideas. The appendix provides reproducible materials for classroom use.

Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland, ME: Stenhouse Publishers.

Wilhelm, J. (2001). *Improving comprehension with think aloud strategies*. New York, NY: Scholastic Professional Books. All you ever wanted to know about think-alouds from the theory behind them to how to implement them in your classroom. Wilhelm's prospective is one of a teacher of middle school students and as a result he covers all the bases. A must have handbook for teachers considering incorporating think-alouds into their classroom. It is pedagogy grounded in practice.

Wilhelm, J., Baker, T., & Dube, J. (2001). *Strategic reading: Guiding students to lifelong literacy, 6-12*. Portsmouth, NH: Boyton/Cook Publishers, Inc.

This book addresses the needs of middle and high school teachers in helping their students make the transition from learning to read to reading to learn, using a “learning-centered” approach to reading instruction. The authors provide a thorough analysis of the issues surrounding teaching and learning and of the specific demands particular texts make on readers.

Instructional Approaches

Santa, C., Havens, L., & Maycumber, E. (1996). *Creating independence through student owned strategies*. Dubuque, Iowa: Kendall/Hunt Publishing Company. Tool kit of activities to be used before, during and after reading content area materials to support and enhance reading comprehension.

Thompson, M. & Thompson, J. (2005). *The learning-focused notebook: Connecting strategies & planning for learning*. Boone, NC: Learning-Focused. A process designed to enhance learning for all students.