

Workshop, Grades 2-3

Recommended Reading

Books

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Merrill.

Burns, M. S., Griffin, P., & Snow, C. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Graves, M. F., Juel, C., & Graves, B. B. (2000). *Teaching reading in the 21st century*. Boston, MA: Allyn and Bacon.

Honig, B., Diamond, L., & Gutlohn, L. (2000). *Teaching reading sourcebook for kindergarten through eighth grade*. Novato, CA: Arena Press.

International Reading Association and the National Association for the Education of Young Children. (1998). *Learning to read and write: Developmentally appropriate practices for young children*. Newark, DE: International Reading Association.

Moats, L. C. (2000). *Speech to print*. Baltimore, MD: Paul H. Brookes Publishing Co.

Moats, L. C., & Hall, S. B. (2000). *Straight talk about reading*. Baltimore, MD: Paul H. Brookes Publishing Co.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Articles and Chapters

Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology, 90*, 37-55.

Goldfield, B. A., & Snow, C. E. (1984). Reading books with children: The mechanics of potential influence on children's reading achievement. In J. Flood (Ed.), *Promoting reading comprehension* (pp. 204-215). Newark, DE: International Reading Association.

Juel, C., & Minden-Cupp, C. (1998). *Learning to read words: Linguistic units and strategies*. CIERA Report #1-008. Ann Arbor: University of Michigan.

Samuels, S. J., Schermer, N., & Reinking, D. (1992). Reading fluency: Techniques for making decoding automatic. In S. J. Samuels & Farstrup, A. J. (Eds.), *What research says about reading instruction* (2nd ed., pp. 124-144). Newark, DE: International Reading Association.

Stanovich, K. E. (1986). Matthew effects in reading: some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*, 360-407.

Web Sites

<http://www.ciera.org>

Center for the Improvement of Early Reading Achievement

<http://www.ed.gov>

United States Department of Education

<http://www.ed.gov/NLE>

National Library of Education

<http://www.ncee.org>

National Center on Education and the Economy

<http://www.reading.org>

International Reading Association (IRA)