

ELEMENTARY

SOUTHERN UNION ADDITIONAL RESOURCES

COMPREHENSIVE BALANCED LITERACY - READING

Additional Explanation and Optional Resources

Reading Pathways

Reading Phonemic Awareness

Reading Phonics

Reading Fluency

Reading Vocabulary

Reading Comprehension

Reading Workshop



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Reading–Pathways

Pathways: A Journey to Excellence Through Literacy

The NAD and the Southern Union seek to prepare students for proficiency in reading, in becoming lifelong readers and in developing effective writing skills. The following are competencies which are needed in order for teachers to successfully transform their classrooms to implement a balanced literacy approach to the teaching of reading:

- **Phonics, Handwriting, Spelling**

The Southern Union adopted program is *Fundations* by Wilson Reading System. Each conference provides training for new teachers and any others needing assistance. DVDs and video-tapes of trainings may be available through the local conference Office of Education.

Student progress in phonics and phonemic awareness is assessed three times per year using *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Progress monitoring is used in between benchmark periods to track the progress of lower performing students more often. Each conference provides training for new teachers and any others needing assistance.

Further understanding of the underlying principles and practices of teaching children to read is encouraged through affiliation with the International Dyslexia Association (IDA), the International Reading Association (IRA), and attendance at IDA and IRA sponsored conferences and workshops.

- **Reading Workshop**

Schools are encouraged to work towards providing an average of thirty books per child on varied reading levels and genres. Teachers should conduct reading workshop three times per week minimally, during which time they guide students to select books on their independent reading level, conference with them about their reading and promote literary conversation. Study groups, college courses, conferences and workshops sponsored by such organizations as the National Reading Association provide a vehicle for learning these methods. Teachers should check with the local conference Office of Education regarding the availability of model sites for observation, coaching, and mentoring by colleagues.

- **Guided Reading**

A strong guided reading component is at the heart of a balanced literacy program. Teachers are expected to use assessment tools to appropriately place students in flexible reading groups, teach children on their instructional levels using leveled books, track progress and move individual learners to increasingly higher levels of reading. Study groups, college courses, conferences and workshops sponsored by such organizations as the National Reading Association provide a vehicle for learning these methods. Teachers should check with the local conference Office of Education regarding the availability of model sites for observation, coaching, and mentoring by colleagues.

- **Pathways Thematic Units**

Nine monthly themes guide the instruction of reading in the North American Division. Teachers are expected to effectively implement the *Pathways* units, use books and materials as suggested in the Daily Lesson Guides and provide appropriate learning activities for children on all levels. Lead teachers who have been trained in *Pathways* methods are available for consultation, coaching and mentoring.

The following chart identifies the balanced literacy components included in *Pathways*, the reading and writing standards addressed in the curriculum focus, and the resources needed for each component.

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Reading–Pathways

Components	Curriculum Focus	Resources
Daily Oral Language	Grammatical structure of sentences	Pathways Daily Lesson Guide (DLG)
Daily Routine	Phonics/Word Study Handwriting Spelling	<i>Foundations</i> Phonics Readers Pathways DLG
Thematic Study	Comprehension Cross-curricular Integration Extended Skills	Pathways DLG Pathways theme book
Guided Reading	Comprehension Fluency Vocabulary	Seedlings and other leveled books
Reading Workshop	Extended Skills Comprehension	Classroom/library books (aligned with unit theme where possible)
Writing Workshop	Writing process Writing genre Grammar/conventions	Writer's Handbook
Daily Read Aloud	Motivation Comprehension Fluency	High-interest teacher-selected book

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Reading–Phonemic Awareness

Phonemic awareness is

- the ability to hear, identify and manipulate individual sounds--phonemes--in spoken words

Phonemic awareness is important because

- it improves children's word reading and reading comprehension
- it helps children learn to spell

Phonemic awareness can be developed through a number of activities, including asking children to

- identify phonemes
- categorize phonemes
- blend phonemes to form words
- segment words into phonemes
- delete or add phonemes to form new words, and
- substitute phonemes to make new words

Phonemic awareness instruction is most effective

- when children are taught to manipulate phonemes by using the letters of the alphabet
- when instruction focuses on only one or two rather than several types of phoneme manipulation



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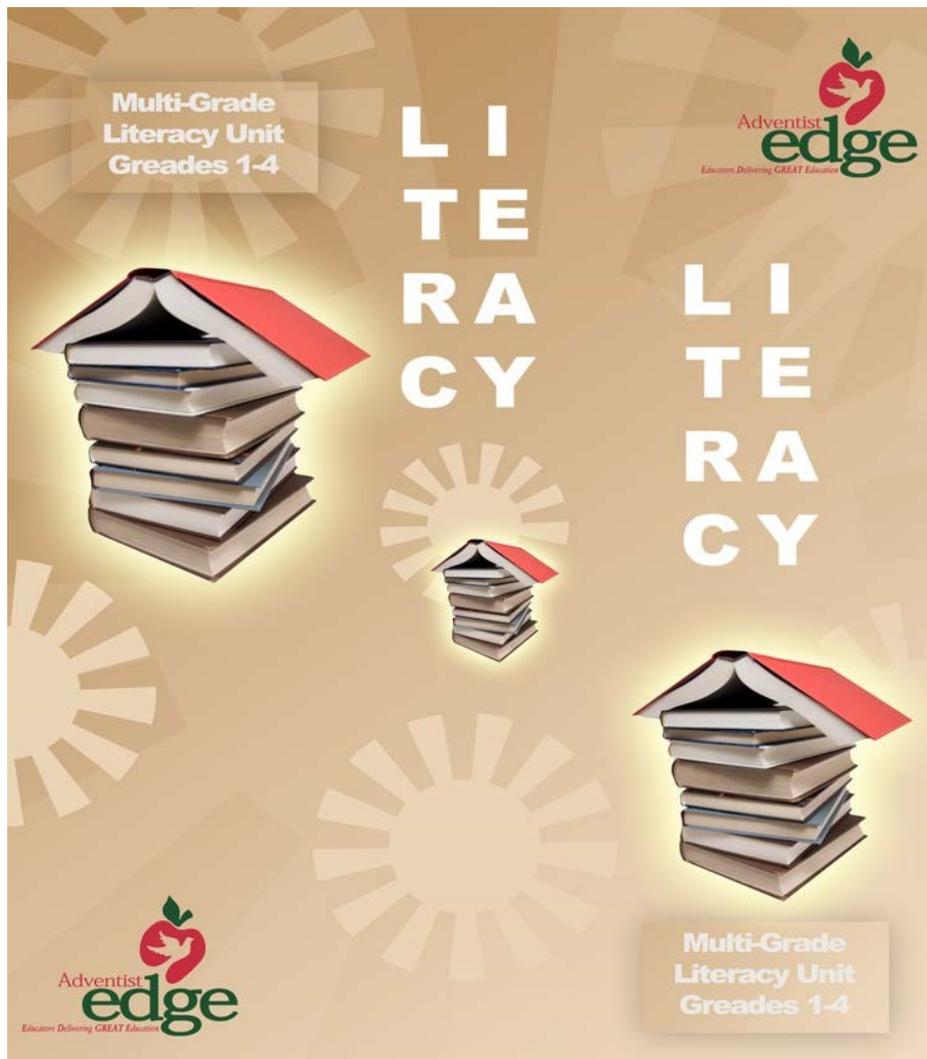
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Reading–Phonemic Awareness

Southern Union Multi-Grade Literacy Unit: Grades 1-4

The *Multi-grade Literacy Unit: Grades 1-4* was designed to assist teachers with implementing the components of a balanced literacy program. With the adoption of the *Pathways* curriculum, the integration of several curricular areas and union-wide initiatives (*Fundations*, *DIBELS*, etc.) are included in the implementation process. Organization and management are key elements that are addressed. To download, go to www.adventistedge.org or click here.



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Reading–Phonemic Awareness

Optional Resources

Grades PreK-K

Games such as *Phonemic Awareness Listening Lottos*. To order, contact www.lakeshorelearning.com, Phone: (800) 428-4414 or your local school supply store.

Handwriting Without Tears. Phonemic Awareness components. To order by phone: 301-263-2700 or fax 301-263-2707, click [here](#) for order forms.

Trade books such as *Polar Bear, Polar Bear, What Do You Hear?*, *Tikki Tikki Tembo* can be found at your local public library or www.amazon.com.

Project Read—Phonology Strand. Language Circle Enterprises, www.projectread.com

Sounds Abound Game by Hugh Catts, Tina Olsen. Linguisticsystems. Phone: (800) 897-3202. Fax: (800) 397-7633. www.linguisticsystems.com

Sounds Abound Bingo by Sherry C. Keller. Linguisticsystems. Phone: (800) 897-3202. Fax: (800) 897-7633. www.linguisticsystems.com

Teacher Resources PreK – 1

Phonemic Awareness in Young Children: A Classroom Curriculum, by Marilyn Jager Adams, Ph.D., Barbara R. Foorman, Ph.D., Ingvar Lundberg, Ph.D., & Terri Beeler, Ed.D. Paul H Brookes Pub Co, 1997. **ISBN-10:** 1557663211

Put Reading First: The Research Building Blocks for Teaching Children to Read (2001) was published by the Partnership for Reading, a collaborative effort of the National Institute for Literacy, the National Institute of Child Health and Human Development, and the U. S. Department of Education.

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Reading–Phonemic Awareness

Any Phonemic Awareness materials selected should:

1. Progress from easier phonemic awareness activities to more difficult (rhyming, sound matching to blending, segmentation and manipulation)
2. Focus on segmentation or the combination of blending and segmenting
3. Start with larger linguistic units (i.e., words and syllables) and proceed to smaller linguistic units (i.e., phonemes)
4. Begin instruction that focuses on the phonemic level of phonological units with short words (2-3 phonemes: **at, mud, run**)
5. Focus first on initial (sat), then final (sat) and lastly the medial sound (sat) in word
6. Introduce continuous sounds (e.g., **m, r, s**) before stop sounds (**t, b, k**), as stop sounds are more difficult to elongate and isolate
7. Add letter-sound correspondence instruction to phonological awareness interventions after children demonstrate early

Smith S. B., Simmons, D. C., & Kame'enui, E. J. (1998). Phonological awareness: Instructional and curricular basics and implications. In D. C. Simmons & E. J. Kame'enui (eds.), *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Lawrence Erlbaum Associates. phonemic awareness

Provide brief instructional sessions. Significant gains in phonemic awareness are often made in 15-20 minutes of daily instruction and practice over a period of 9-12 weeks.

Assessment

Grades K - 1

Phoneme Segmentation Fluency Measure, *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*, University of Oregon). To order, contact your local conference Office of Education.

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Reading - Phonics

Phonics instruction

- helps children learn the relationships between the letters of written language and the sounds of spoken language

Phonics instruction is important because

- it leads to an understanding of the alphabetic principle--the systematic and predictable relationships between written letters and spoken sounds

Programs of phonics instruction are effective when they are

- **systematic**--the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence
- **explicit**--the programs provide teachers with precise directions for the teaching of these relationships

Effective phonics programs provide

- ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories

Systematic and explicit phonics instruction

- significantly improves children's word recognition, spelling and reading comprehension
- is most effective when it begins in kindergarten or first grade

Approximately two years of phonics instruction is sufficient for most students.

Put Reading First: The Research Building Blocks for Teaching Children to Read (2001)

Additional Explanation and Optional Resources

Grades PreK-K

R is for Rainbow is a language skill development program which teaches sound-symbol associations and develops eye-hand coordination, small muscle skills, just to name a few attributes. It is designed to provide opportunities to explore by looking, listening, tasting, smelling and touching. [Click here to order](#)

Complete Letter Book lists lots of ideas for studying and integrating the study of letters with other subjects of the curriculum. [Click here to order](#)

Workjobs I & II are teacher resource books of language and mathematical activities based on manipulative materials that follows the Mathematics Their Way philosophy and techniques. There's a Workjobs for Parents also that has great ideas for getting families involved also. All activities are easily made with household or inexpensive supplies. [Click here to order.](#)

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Reading–Phonics

Additional Explanation and Optional Resources

The Life Reading Series is a resource that can be used to support a comprehensive balanced literacy program. Old Life Series readers should be retained for use as supplementary readers.

			Teacher Edition	Textbook	Write-in Text	Phonics Practice Book	Study Book	SkilPak	Criterion Exercises	Booster Activities	Basic Word Card Set
Level 1	In The Beginning	K	X		X						X
Level 2	A Time to Play	1 st	X		X	X		X	X	X	X
Level 3	Seek and Find	1 st	X	X			X	X	X	X	X
Level 4	Who Will Come In?	1 st	X	X			X	X	X	X	X
Level 5	God Made It So	1 st	X	X			X	X	X	X	X
Level 6	Wheels in a Wheel	2 nd	X	X			X	X	X	X	X
Level 7	Love Your Neighbor	2 nd	X	X			X	X	X	X	
Level 8	Windows of Heaven	3 rd	X	X			X	X	X	X	
Level 9	Seedtime and Harvest	3 rd	X	X			X	X	X	X	
Level 10	A Time to Weave	4 th	X	X			X	X	X	X	
Level 11	Miracles and Milestones	5 th	X	X			X	X	X	X	
Level 12	On Eagles' Wings	6 th	X	X			X	X	X	X	
Level 13	Of Morning Stars	7 th	X	X			X	X	X	X	
Level 14	Who is My Brother?	8 th	X	X			X	X	X	X	
Level 15	Visions and Dreams	8 th or 9 th	X	X			X	X	X	X	

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Reading–Phonics

Optional Resources

3-Letter Word Building Puzzles, 4-Letter Word Building Puzzles. To order, contact LakeshoreLearning.com, Phone: (800) 428-4414, or your local school supply store.

Word Family Flip Books. To order, contact LakeshoreLearning.com, Phone: (800) 428-4414, or your local school supply store.

Schools that wish to use materials not listed should follow the selection criteria below in consultation with the local conference Office of Education.

Effective programs offer phonics instruction that:

- helps teachers explicitly and systematically instruct students in how to relate letters and sounds, how to break spoken words into sounds, and how to blend sounds to form words
- helps students understand why they are learning the relationships between letters and sounds
- helps students apply their knowledge of phonics as they read words, sentences, and text
- helps students apply what they learn about sounds and letters to their own writing
- can be adapted to the needs of individual students, based on assessment
- includes alphabetic knowledge, phonemic awareness, vocabulary development, and the reading of text, as well as systematic phonics instruction

Put Reading First: The Research Building Blocks for Teaching Children to Read (2001).

Assessment

Grade K

Initial Sounds Fluency Measure, *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*, University of Oregon). To order, contact your local conference Office of Education.

Grades K - 1

Nonsense Words Fluency Measure, *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*, University of Oregon). To order, contact your local conference Office of Education.

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Reading–Fluency

<p>DECODABLE TEXT Academic Therapy Publications/High Noon Books 20 Leveroni Court Novato, CA 94949 -5746 1-800-422-7249, Fax: 888-287-9975</p> <ul style="list-style-type: none"> • High Noon Books • High Interest/Low Level Decodable Text <p>www.academictherapy.com</p>	<p>Phonics Readers Steck-Vaughn (a Houghton Mifflin Harcourt Company) 1-661-350-6659, Fax: 661-793-7260 www.teachchildren.com</p> <p>Reading A-Z www.readinga-z.com</p>
<p>Bob books www.bobbooks.com</p> <p>Scholastic, Inc. Available at most major book stores www.scholastic.com</p>	<p>Reading Sparkers The Children’s Research & Develop Co 216 9th Avenue Haddon Heights, NJ 08035 www.worldcat.org</p>
<p>Books to Remember Flyleaf Publishing Co. 400 Bedford Street 1st Floor, SW03 Manchester, NH 03101 800-449-7006 Fax: 888-207-6419 www.flyleafpublishing.com</p>	<p>Readers at Work Readers at Work P.O. Box 738 Ridgeway, CO 81432 www.readersatwork.com</p>
<p>Voyager Sopris Learning LANGUAGE! 17855 Dallas Parkway, Suite 400 Dallas, TX 75287 800-547-6747 or 303-651-2829 www.voyagersopris.com</p>	<p>Scholastic, Inc c/o Scholastic Teacher Store Customer Service P.O. Box 7502 Jefferson City, MO 65102-7502 1-800-724-2222/1-800-560-6815 Fax</p> <ul style="list-style-type: none"> • Phonics Chapter Books • Scholastic Phonics Reading Program • Discover Literacy Place <p>www.teacher.scholastic.com</p>
<p>Modern Curriculum Press P.O. Box 2649 Columbus, OH 43216 1-800-876-5507</p> <ul style="list-style-type: none"> • Margaret Hillert Book • Phonics Practice Readers <p>www.pearsonlearning.com</p>	<p>SRA A Division of the McGraw-Hill Co McGraw-Hill School Education P.O. Box 182605 Columbus, OH 43218 1-800-338-3987/800-953-8691 Fax</p> <ul style="list-style-type: none"> • Open Court • Reading Mystery <p>http://www.mheducation.com/prek-12</p>



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<p>Primary Phonics Educators Publishing Service, Inc. P.O. Box 9031 Cambridge, MA 02139-9031 800-225-5750/888-440-2665 Fax www.epsbooks.com</p>	<p>The S.P.I.R.E. Language Program EPS Literacy and Intervention P.O. Box 9031 Cambridge, MA 02139-9031 800-225-5750/888-440-2665 www.spire.org</p>
<p>Phonics Readers Educational Insights ATTN: Customer Service Department 380 N. Fairway Drive Vernon Hills, IL 60061 888-800-7893/888-892-8731 www.edin.com</p>	<p>The Wright Skills Decodable Books The Wright Group McGraw-Hill Education P.O. Box 182605 Columbus, OH 43218 1-800-523-2371 www.wrightgroup.com</p>

Fluency is

- the ability to read a text accurately and quickly

Fluency is important because

- it frees students to understand what they read

Reading fluency can be developed

- by modeling fluent reading by having students engage in repeated oral reading.

Monitoring student progress in reading fluency

- is useful in evaluating instruction and setting instructional goals
- can be motivating to students

Put Reading First: The Research Building Blocks for Teaching Children to Read (2001)



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COMPREHENSIVE BALANCED LITERACY - READING



Assessment

Grades 1-3

Oral Reading Fluency. *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*, University of Oregon). To order, contact your local conference Office of Education.

Rasinski, Timothy V. *Assessing Reading Fluency*. Honolulu, Hawaii: Pacific Resources for Education and Learning. 2004.
http://www.Assessing_Reading_Fluency.pdf

Running Records. For helpful information on running records, go to <http://classroom.jc-schools.net/read/runrecords.html> or <http://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>.

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Reading – Vocabulary

Vocabulary refers to

- the words we must know to communicate effectively
- **Oral** vocabulary refers to words that we use in speaking or recognize in listening
- **Reading** vocabulary refers to words we recognize or use in print

Vocabulary is important because

- beginning readers use their oral vocabulary to make sense of the words they see in print
- readers must know what most of the words mean before they can understand what they are reading

Vocabulary can be developed

- **indirectly**, when students engage daily in oral language, listen to adults read to them, and read extensively on their own
- **directly**, when students are explicitly taught both individual words and word learning strategies

Additional Explanation and Optional Resources

PreK

Content focus words found in monthly *Pebbles Curriculum*. Because children learn best through play and integrated learning experiences, the Southern Union is developing a new curriculum that is appropriate for honoring all learning styles of young child meets standards in all developmental domains: Spiritual, Social-Emotional, Physical/Health, Language-Communication, and Cognitive. It is available for piloting; order by calling the Southern Union Office of Early Childhood Education, 770-408-1800 Extensions 162 or 179.

Thematic Picture-Word Wall

Grade K

Content focus words found in Kindergarten *Stepping Stones*. (See *Stepping Stones* curriculum for more information.)

Life Reading Series. Contact your local ABC to order.

Thematic Picture-Word Wall

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COMPREHENSIVE BALANCED LITERACY - READING

Reading – Comprehension

Text comprehension is important because

- comprehension is the reason for reading

Text comprehension is

- purposeful
- active

Text comprehension can be developed

- by teaching comprehension strategies

Text comprehension strategies can be taught

- through explicit instruction
- through cooperative learning
- by helping readers use strategies flexibly and in combination

Optional Resources

Grade PreK

Trade books, i.e., story and picture books that correlate with the monthly theme of study. Trade books can be found at your local public library or www.amazon.com.

Listening & Following Directions Activity Packs. To order, contact www.lakeshorelearning.com, Phone: (800) 428-4414 or your local school supply store.

Grade K

Trade books, i.e., story and picture books that correlate with the monthly theme of study for example: *Humphrey the Lost Whale with A Child's World* Unit "Wild Creatures Great and Small" Part IV.

Southern Union Multi-Grade Literacy Unit: Grades 1-4

The *Multi-grade Literacy Unit: Grades 1-4* was designed to assist teachers with implementing the components of a balanced literacy program. With the adoption of the *Pathways* curriculum, the integration of several curricular areas and union-wide initiatives (*Fundations*, *DIBELS*, etc.) are included in the implementation process. Organization and management are key elements that are addressed.

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COMPREHENSIVE BALANCED LITERACY - READING



Reading–Reading Workshop

ANNOTATED BIBLIOGRAPHY

Text Resources for Implementing the Reading Workshop Approach in Grades 3-8

Ratings on a 3-5 scale with 3 being useful and 5 being ones I consider to be the best.
Prepared by Krystal Bishop, Ed.D., January 15, 2006.

Allen, J. (2000). *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Stenhouse. (Rating 5) Allen provides vignettes for illustrating the uses of shared and guided reading for grades 4-12. Helpful forms are included in the appendices.

Atwell, N. (1998). *In the Middle: New Understandings About Writing, Reading and Learning*. Heinemann Press. (Rating 5) This book launched my own journey into becoming passionate and knowledgeable about the workshop approach to teaching reading and writing. Atwell articulates the rationale for the workshop approach. She shares her own journey. She provides countless examples of how to implement the workshop approach. However, the text is long and requires an ability to synthesize and apply. It is not a cookbook for teaching.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman Press. (Rating 5) This is my all-time favorite book for teaching reading. Calkins writes with a passion and an artistry that convinces the reader that anything is possible. She shares many examples of Reading Workshop at work in New York City public schools. The book is long and requires an ability to synthesize and apply what Calkins is sharing with such passion. But this book will convince the reader that Reading Workshop stands at the pinnacle of literacy instruction. (Note: Another favorite book of mine is Calkins, The Art of Teaching Writing.)

Commeyras, M. Bisplinghoff, B. S., & Olson, J. (2003). *Teachers As Readers. International Reading Association*. (Rating 3)

This book presents 18 essays that present the positive outcomes for students when teachers engage in living like readers. As teachers attend to their own reading preferences, habits, and strategies, they become able to use this information to teach effectively.

Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. Stenhouse. (Rating 4) This book is a necessity if you plan to implement effective literature circles. Daniels provides the guidelines needed for students to be able to sustain literature circles that don't require constant teacher supervision and interventions.

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Hahn, M. L. (2002). *Reconsidering Read-Aloud*. Stenhouse Pub. (Rating 4)

I use this textbook for library materials. Hahn makes a case for putting read-aloud at the heart of reading instruction by focusing on all that can be taught during read-aloud time. The appendix is very helpful because Hahn provides titles of children's literature and what skills can be taught (i.e., Tuck Everlasting for teaching rich language, similes and metaphors).

Harvey, S. & Goudvis, A. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Stenhouse (Rating 5)

The authors show actual lessons for teaching comprehension strategies authentic text. The book contains over 40 K-8 strategy lessons that use short texts, newspapers, poetry, magazines and picture books. The book also contains an extensive appendix of books that are useful for teaching strategies such as making connections, questioning, visualizing, etc. Other helpful appendices include children's literature for teaching content, text sets, and response options for each of the strategies taught.

Hoyt, L. (2005). *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*. Heinemann Press. (Rating 5)

This book is a collection of hands-on, minds-on strategies for teaching comprehension, vocabulary, reading like a writer and using writing to build reading comprehension. Chapters are short and end with black-line masters that are useful.

Jordan, A. D. (1997). *Romancing the Book: The Study of Literary Elements, Follow the Gleam: Teaching and Learning Genre With Children and Young Adults (2 books) and Literature? Why Bother? Exploring the Vitality of Literature*. Esmont Pub. 1-800-337-6525. (Rating 4)

This is a set of 4 small books that I just completed reading. I found them beneficial in helping me to understand some of the literacy and literary topics that need to be taught. For example, Jordan outlines the characteristics of each genre so teachers won't have to determine this themselves. This will be extremely helpful when doing genre studies during Reading Workshop. Jordan also provides many ideas for stimulating authentic student responses for reading and writing.

Routman, R. (2003). *Reading Essentials*. Heinemann Press. (Rating 4)

I especially appreciate Routman's stance that teachers do not need to spend so many hours planning, preparing, and grading. Instead, it is her premise that effective teaching requires lots of living and thinking. The book contains ideas for simplifying your reading life, bonding with your students, and sharing your own reading life. Routman includes chapters on teaching comprehension strategies, shared reading, and guided reading (which varies drastically from the Life Reading guided reading format). An important part of the book is actual scripts of lessons Routman has taught to students. (Note: An even better book is Routman's, Writing Essentials).

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Serafini, F. (2001). *The Reading Workshop: Creating Space for Readers*. Heinemann Press. (Rating 5)

This book contains 137 pages of advice on setting up a reading workshop environment. Serafini will convince you that Reading Workshop is a viable and valuable option for teaching reading. The book size of the book almost makes it seem easy to implement Reading Workshop but as you read you will become convinced that all of us need to spend much more thoughtful time in finding ways to enhance the reading skills of our students.

Serafini, F. & Giorgis, C. (2003). *Reading Aloud and Beyond: Fostering the Intellectual Life with Older Readers*. Heinemann Press. (Rating 5)

The authors present a convincing argument for putting read-aloud at the heart of reading instruction. They provide frameworks for making the read-aloud time support student development as readers and writers, fostering the love of reading, improving reading skills, and even raising standardized test scores. I especially appreciate the chapters on making the illustrations powerful teaching tool.