

Teacher Resources: Reading Instruction

Allen, J. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. Maine: Stenhouse Publishers [1-57110-085-7, paperback]

This resource is written for children's instruction; however, many of the recommended techniques are appropriate for adults at the intermediate ABE and higher levels. Janet Allen suggests the use of many graphic presentations such as charts, word webs, and concept maps to help develop and expand vocabulary. She describes techniques for helping students make connections, strategies to attack words, and suggestions for creating a word rich learning environment.

Bader, L. A. (2005). *Bader Reading and Language Inventory (5th ed.)*. New Jersey: Merrill Prentice Hall [0-13-119617-0]

A comprehensive diagnostic battery that encompasses vital areas of evaluation, is based on research and practice, and is efficient to administer and interpret. The instruments within this inventory are specifically designed to assist teachers and specialists to discover conditions that inhibit learning and determine which intervention strategies can be used to improve learning.

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction (3rd ed.)*. New Jersey: Pearson Education, Inc. [0-13-111338-0, paperback]

This teacher's resource is filled with techniques and ideas on practical ways to help students develop alphabets and vocabulary from the emergent literacy stage to word study for advanced readers and writers. The approach combines reading, writing, spelling, vocabulary development, word pattern analysis, automatic word recognition, fluency, word origin, and the spelling-meaning connection. Included is a CD-ROM with templates for games, word sorts, and instructional activities. Though the book is written for children, many of the activities and approaches are useful for adult learning.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford. [1-57230-753-6, paperback]

This book provides a research-based framework and practical strategies for vocabulary development with children through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances learners' language comprehension and production.

Campbell, P. (2003). *Teaching Reading to Adults, A Balanced Approach*. Alberta: Grass Roots Press. [1-894593-18-9].

This book and accompanying videotape discuss assessment and teaching strategies for both print-based and meaning-based readers. This resource contains numerous comprehension strategies with teaching examples from adult classrooms.

Cunningham, P.M. (1994). *Making Big Words: Multilevel, Hands-on, Spelling and Phonics Activities*. California: Good Apple Inc. [0-866538-07-0, paperback]

This instructional resource provides activities to develop word skills in the 3rd to 6th grade level. Though written for children, the process for developing words is transferable to adults. Cunningham uses an auditory, visual, and tactile approach to guide students to make multisyllabic words, identify letter-sound relationships, as well as recognize letter patterns. The approach is fun, engaging, and everyone has an opportunity to succeed because of the graduated levels of difficulty. Lessons are purposeful, structured, and sequential.

Fry, E.B., Kress, J.E., & Fountoukidis, D.L. (2000). *The Reading Teacher's Book of Lists (4th ed.)*. California: Jossey-Bass. [0-13-028185-9, paperback].

This book is a great resource for teaching ABE intermediate-level reading, both for educational / life-based information and generating student materials. In the 194 lists, teachers will find terms that can be used in word analysis work as well as lists for vocabulary building and comprehension activities. The materials are indexed and reproducible.

Fry, E.B. (2004). *The Vocabulary Teacher's Book of Lists (1st ed.)*. California: Jossey-Bass. [0-7879-7101-4, paperback]

With over 199 lists from which to choose, this is a very useful reference for ABE instructors. Selecting words, patterns, and word families is easier and can make lessons much richer with these lists on hand. There are fun lists, like "Old Derogatory Terms," interesting and unusual lists, and lists that focus on numerous content areas, such as science, math, geography, instruments, and foreign languages. There are over 30 lists of roots, their meanings, and vocabulary examples.

Johnson, K. & Bayrd, P. (2002) *Megawords: Multisyllabic Words for Reading, Spelling, and Vocabulary*. Cambridge and Toronto: Educators Publishing Service.

Megawords introduces procedures for teaching the reading and spelling of the multisyllabic words through a multisensory approach. Book 1 focuses on the six types of syllables and five syllabication rules and lays the foundation for the succeeding books. The student's workbook contains structured word lists and worksheets.

Megawords 1 Student's Workbook [ISBN 0-8388-1826-9]

Megawords 1 Teacher's Guide and Answer Key [ISBN 0-8388-1825-0]

Megawords 2 Student's Workbook [ISBN 0-8388-1828-5]

Megawords 2 Teacher's Guide and Answer Key [ISBN 0-8388-1827-7]

Megawords 3 Student's Workbook [ISBN 0-8388-1830-7]

Megawords 3 Teacher's Guide and Answer Key [ISBN 0-8388-1829-3]

Megawords 4 Student's Workbook [ISBN 0-8388-1832-3]

Megawords 4 Teacher's Guide and Answer Key [ISBN 0-8388-1831-5]

Kress, J. E. (1993) *The ESL Teacher's Book of Lists*. San Francisco, CA: Jossey-Bass. [ISBN 0-7879-6738-6]

A time-saver for ESL teachers, this unique information source includes 80 practical, tested lists you can reproduce for classroom use or refer to in developing instructional materials and planning lessons for elementary and secondary students. The seven sections of this resource cover all the bases: vocabulary, grammar, usage, pronunciation, assessment, and curriculum and instruction.

You will find a bounty of information and activities here, whether your students are brand new to English or are already mainstreamed into regular classes.

Rasinski, T. (2003). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic Professional Books. [0-43-933208-7, paperback]

This research-based resource provides interactive ways to teach oral reading to develop fluency.

Sadler, C.R. (2001). *Comprehension Strategies for Middle Grade Learners*. Delaware: International Reading Association. [0-87207-292-4]

This book contains 56 comprehension strategies, each with a description, easy to follow procedures, examples, and suggestions for assessment. The strategies, written for middle grade learners, also are appropriate for intermediate adult learners.

Sejnost, R., & Thiese, S. (2001). *Reading and Writing Across the Content Areas*. Illinois: Sky Light Professional Development. [1-57517-362-X, paperback].

This resource contains research-based instructional strategies for vocabulary, comprehension, writing, and study skills that have been tested and fine-tuned by the authors in their classrooms. It is teacher friendly and clearly explains supporting research while emphasizing the practical application and integration of instruction for content areas such as math, science, social studies, writing, and research. Numerous examples are presented that are applicable to students with mid- and upper-level ABE reading skills.

Tovani, C. (2000). *I Read It, But I Don't Get It*. Maine: Stenhouse Publishers. [1-57110-089-X]

In this practical, easy-to-read book, the author talks the reader through use of comprehension strategies in an adolescent classroom that could easily be an ABE class. Her step-by-step descriptions include the student responses, which actually give the reader insight into how to complement the strategies. Each chapter ends with a section called, "What Works."