

Top 25 Educator Resources for the RICLP

<u>CHAPTER</u>	<u>WEBSITES</u>	<u>GRADE LEVEL</u>
Chapter 1: Essential Understandings of Literacy	<p style="text-align: center;">Center for the Improvement of Early Reading Achievement: http://www.ciera.org</p> <p>The Center for the Improvement of Early Reading Achievement (CIERA) is a national center for research on early reading, representing a consortium of educators from five universities (the University of Michigan and Michigan State University, with the University of Southern California, the University of Minnesota, and the University of Georgia); teacher educators; teachers; publishers of texts, tests, and technology; professional organizations; and schools and school districts across the United States.</p>	Elementary
	<p style="text-align: center;">National Clearinghouse for English Language Acquisition & Language: http://www.ncela.gwu.edu/</p> <p>Authorized under Title III of the No Child Left Behind Act of 2001 (NCLB), the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) supports the U.S. Department of Education's Office of English Language Acquisition (OELA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English language learners (ELLs).</p>	All
Chapter 2: Supporting All Learners in Literacy	<p style="text-align: center;">National Center for Family Literacy: http://www.familit.org/</p> <p>National Center for Family Literacy has helped more than 1 million families make educational and economic progress by pioneering – and continuously improving – family literacy programs. The goal of the programs is to provide every family with the opportunity to learn as well as the ability to learn and grow together.</p>	All
	<p style="text-align: center;">Reading Rockets Reading Resources: http://www.readingrockets.org/index.php</p> <p>Reading Rockets, a national multimedia project that looks at how young kids learn to read, offers free downloadable print guides for teachers and parents. This includes a teacher's guide that contains instructional techniques and strategies based on what reading research shows is most effective, as well as a family guide available in Spanish, Hmong and Somali. The family guide is a great resource for teachers to share with the parents of English language learner students.</p>	Elementary

Chapter 2 (continued)	<p>National Association for the Education of Young Children – Position Statement on Assessing English Language Learners: http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf</p>	Early Childhood and Elementary
	<p>This article makes recommendations, with specific indicators of effective practice, to help policy makers, program administrators, teachers, and others improve screening and assessment practices for young English language learners.</p>	
	<p>National Association for the Education of Young Children – Position Statement on Responding to Linguistic and Cultural Diversity: http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF</p>	Early Childhood and Elementary
	<p>This document primarily describes linguistically and culturally diverse children who speak languages other than English. However, the recommendations of this position statement can also apply to children who, although they speak only English, are also linguistically and culturally diverse.</p>	
Chapter 3: Components of Literacy: Speaking and Listening	<p>National Institute for Literacy – Learning to Talk and Listen: http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf</p>	Early Childhood
	<p>This booklet starts by summarizing the research on children’s language development. It then presents themes about how to help children build their oral language skills during the preschool years.</p>	
Chapter 4 and 5: The Process of Reading and Components of Literacy: Reading	<p>Florida Center for Reading Research: http://www.fcrr.org</p>	All
	<p>The Florida Center for Reading Research headed by Dr. Joe Torgensen, includes information for parents about the science of reading, highlights of recent PowerPoint professional presentations, PDF files of recent publications, and additional resources on reading.</p>	
Early Literacy Skills	<p>National Institute for Literacy – Early Beginnings: http://lincs.ed.gov/publications/pdf/NELPEarlyBeginnings09.pdf</p>	Early Childhood and Elementary
	<p><i>Early Beginnings</i> is based on the research findings from the 2009 publication, <i>Developing Early Literacy: Report of the National Early Literacy Panel</i>. This booklet offers information about early literacy skills, reading predictors, and what effective classroom instruction should look like.</p>	

Pikulski, J. "Teaching Word-Identification Skills and Strategies":

<http://www.lessonsense.com/info/word-identification.html>

**Word
Identification and
Recognition**

Beginning reading instruction must be meaning-based, involve students in frequent reading of informative and entertaining texts, and provide clear, explicit instruction of important word-identification strategies and skills. This article provides the research behind that statement and offers suggestions for teaching strategies within the classroom.

Elementary

Fluent Reader.org:

<http://www.fluentreader.org/index.html>

Fluency

This website details the what, why, and how of reading fluency instruction and offers reports and results of various published programs.

All

"A Focus on Vocabulary":

http://www.prel.org/products/re_ES0419.html

**Vocabulary
Development**

The focus of this booklet is on vocabulary instruction as a component of reading comprehension.

All

Reading Resource.net:

<http://www.readingresource.net/teachingreadingcomprehension.html>

This website offers a brief but comprehensive summary of the strategies readers use when comprehending text.

All

Achieve the Core:

<http://www.achievethecore.org/>

**Text
Comprehension**

This site provides free, high-quality resources to educators now doing the hard work of implementing the higher standards of the Common Core State Standards.

All

University of Oregon, Center for Teaching and Learning:

http://reading.uoregon.edu/big_ideas/comp/comp_teach.php

This website offers essential information about critical features of comprehension instruction, sequencing comprehension skills, teaching strategies and examples, and programs and materials for teaching comprehension.

Elementary

Text Complexity	<p>Hiebert, Elfreida (2012). 7 actions teachers can take right now. TextProject & the University of California, Santa Cruz. http://textproject.org/teachers/7-actions-that-teachers-can-take-right-now-text-complexity/</p>	All
<p>This brief article gives very concrete ideas for addressing the standard of increasing text complexity. Teachers can take some important actions to support their students on the staircase of text complexity.</p> <p>1) Focus on acquisition of knowledge, 2) create connections between existing and new knowledge, 3) activate student’s passions and more.</p>		
Motivation and Engagement	<p>ASCD: http://www.ascd.org/publications/books/107034/chapters/student-motivation,-engagement,-and-achievement.aspx</p> <p>This free chapter explains how motivation and engagement affect achievement and provides practical strategies to increase reading motivation within the classroom.</p>	Adolescent & All
Chapter 6: Components of Literacy: Writing	<p>The National Writing Project: http://www.nwp.org/</p> <p>The National Writing Project focuses the knowledge, expertise, and leadership of our nation's educators on sustained efforts to improve writing and learning for all learners.</p>	All
Chapter 7: Content-Area Literacy	<p>All About Adolescent Literacy: http://www.adlit.org/</p> <p>AdLit.org is a national multimedia project offering information and resources to the parents and educators of struggling adolescent readers and writers.</p>	Adolescent
	<p>Achieve the Core: http://www.achievethecore.org/</p> <p>This site provides free, high-quality resources to educators now doing the hard work of implementing the higher standards of the Common Core State Standards.</p>	All

**Responsiveness to Intervention (RTI):
How to do it - Schoolwide Screening (Section 1):**

http://www.nrclid.org/rti_manual/pages/RTIManualSection1.pdf

Section 1 of the RTI Implementation Guide developed by the National Research Center on Learning Disabilities focuses specifically on the goals, development, and use of screening assessments. It provides helpful activities and checklists for schools looking to evaluate, improve, or create a school-wide screening process. It also provides a table of reviewed screening assessments and several links to additional resources.

All

**Responsiveness to Intervention (RTI): Progress Monitoring
(Section 2):**

http://www.nrclid.org/rti_manual/pages/RTIManualSection2.pdf

Section 2 of the RTI Implementation Guide developed by the National Research Center on Learning Disabilities focuses on progress monitoring, a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important information for eventual classification and placement decisions.

All

**Chapter 8:
Comprehensive
System of
Assessment for
Literacy**

Rhode Island Department of Education- Interim Assessments:
<http://www.ride.ri.gov/Assessment/Interim.aspx>

This Rhode Island Department of Education webpage provides information on the interim assessment being developed through Race to the Top Initiative. The primary purpose of the interim assessments is for instructional planning and monitoring purposes.

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**Rhode Island Department of Education- Formative
Assessments:**

<http://www.ride.ri.gov/Assessment/Formative.aspx>

This Rhode Island Department of Education webpage provides information on the formative assessment modules developed through the Race to the Top Initiative. Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

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Intervention Central:

<http://www.interventioncentral.org/>

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This website has high quality RTI resources available at no cost - including articles on effective academic and behavioral intervention practices and interactive tools to create assessments.

**Chapter 9:
Literacy
Intervention**

**Literacy Educators and Developing Early Reading Success
(LEADERS):**

<http://www.education.pitt.edu/leaders/>

All

LEADERS is a four-year project funded by an Eisenhower Grant and the Pennsylvania Department of Education. LEADERS was developed to help teachers address the needs of students who are at-risk for encountering difficulties in early reading. LEADERS is designed to provide intensive, stable professional development and ongoing, in-classroom support for teachers in schools serving high numbers of students who struggle to learn to read.

Reading Rockets:

<http://www.readingrockets.org/helping/>

Elementary

A wide selection of articles to help teachers research why readers struggle and what teachers can do to help based on research and best practice.

**Chapter 10:
Growing
Professionally:
Teacher
Preparation,
Professional**

International Reading Association – “Teaching Reading Well”:
http://www.reading.org/Libraries/Reports_and_Standards/teaching_reading_well.sflb.ashx

All

A synthesis of the International Reading Association’s research on teacher preparation for reading instruction.