

SUPPORTING READERS ACROSS THE CURRICULUM

Facilitator's Guide

Exploring Ways Content Area Educators Can Support and Encourage Readers



A professional development resource brought to you by Maryland Public Television,
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A Guide for Facilitators
to use in a directed viewing of the
MPT-produced video/DVD
Supporting Readers Across the Curriculum

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Overview for Facilitators

The Video/DVD

Supporting Readers Across the Curriculum shows how content area teachers can help their students grow as readers. In it, viewers meet a middle school teacher involved in a real classroom experience. Viewers watch as she skillfully uses multimedia and proven reading strategies to help her seventh grade American history students grow as readers.

For the convenience of viewers in a professional development session, we have divided the video into four sections:

- An **Introduction** that looks at the situations all content area teachers face in today’s classrooms
- **Before Reading**, exploring strategies to help students prepare for content area reading assignments
- **During and After Reading**, watching students’ reactions while engaged in an online reading assignment, and examining ways to summarize and conclude the reading experience
- **Lessons Learned**, a look at the project that guided this classroom experience and its success

The complete video/DVD runs 28 minutes and 46 seconds.

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Facilitator's Checklist

- Preview video/DVD**
Note content and length of sections; practice pausing and restarting tape/DVD
- Preview guide**
Review structure and content
- Invite participants**
Consider number, teaching assignments, and interests of participants
- Arrange a meeting space**
Look for a convenient space large enough for your group to meet comfortably.
- Plan and time flow of meeting**
Consider outlining main meeting points on index cards
- Duplicate print materials for each group member**
- Gather equipment**
Needed: Copy of video or DVD
VCR and monitor –or– DVD player (computer) and monitor

Optional: Large-screen projector and screen
Remote for operating equipment
- Welcome participants**
Review plans for session
- Conduct session**
Make sure everyone has a chance to offer their opinions.
- Review and Reflect**
What worked? What didn't? How would you do it next time? What are some "next steps" for your group?

Suggested Meeting Agenda

Feel free to customize this schedule to meet the time available.

Make sure room and equipment are in order	15 minutes before meeting	
See these pages for activity suggestions		
Introduce self and welcome group	5 minutes	
Explain purpose and main ideas of video	5 minutes	Page 4, About the Video
Use an introductory activity or discussion	15 minutes	Page 5, Beginning Your Meeting
Introduce first section of the video: Introduction	3 minutes	Page 11, Using Section 1
View first section of the video	4 minutes, 10 seconds	
Follow-up discussion or activity	15 minutes	
Introduce second section of the video: Before Reading	3 minutes	Page 14, Using Section 2
View second section of the video	9 minutes, 55 seconds	
Follow-up discussion or activity	15 minutes	
Introduce third section of the video: During and after reading	3 minutes	Page 16 - 17, Using Section 3
View third section of the video	6 minutes, 35 seconds	
Follow-up discussion or activity	15 minutes	
Introduce fourth section of the video: Lessons Learned	3 minutes	Page 22, Using Section 4
View fourth section of the video	5 minutes, 46 seconds	
Follow-up discussion or activity	15 minutes	
Conclude Your Meeting	15 minutes	Page 23, Concluding your Meeting





Beginning Your Meeting

Use any of these tips to start your meeting on the right foot ... by using techniques that you will see featured in *Supporting Readers Across the Curriculum*.

What Does Your audience know? What do they think? (Activating Prior Knowledge)

People often learn new ideas by relating them to what they already know about a subject. Accomplished readers do the same thing. They relate what they read to what they have already learned or experienced.

Try one or more of these activities and discussion questions to activate prior knowledge:

-  How many people in your group can read and comprehend the paragraphs on page 6? What percentage of their students could? Where are some of the problem areas where student reading might bog down?
-  How do group members feel about reading in the content areas? What ideas and opinions have they formed through prior experience? Use the survey on Page 7 (with show-of-hands or written responses) to get an idea. Pick the results from one or two questions and ask for your group's opinions on them.
-  What problems do group members face with students' reading in the content areas? How do they solve these problems?
-  Help your group create an organizational web using the chart on Page 8, showing some common content area tasks that involve reading.

Why are we doing this? (Setting a Purpose)

When people read a recipe, they know their purpose: they have to cook something and they need to know how to do it. In all reading tasks, successful readers do the same thing: they start out by knowing what they want to accomplish by the time they finish reading—either to be entertained or to learn something or both.

In fact, it is often easier to start most tasks if you begin them knowing what you want to achieve. What does your group want to accomplish in this meeting? Discuss individual or group goals. If the group is very large, you may want to form smaller groups (between 3 and 5 members is optimal) to talk about setting a purpose for their time together.

What do I know? What do I need to do with this information? (Using Graphic Organizers)

Using graphic organizers often helps readers negotiate texts successfully. As your group interacts with *Supporting Readers Across the Curriculum*, they may want to use the chart on Pages 9 - 10 to track their understandings, questions, and ideas for implementation.

Your group may find a use for these activities and resources at other points in your meeting or as take-away resources to use at a later date.

Beginning Your Meeting Resources

Sample Selection

IT was the Sabbath: the holy day which God in his infinite wisdom gave for the rest of both man and beast. In the state of Maryland, the slaves generally have the Sabbath, except in those districts where the evil weed, tobacco, is cultivated; and then, when it is the season for setting the plant, they are liable to be robbed of this only rest.

It was in the month of November, somewhat past the middle of the month. It was a bright day, and all was quiet. Most of the slaves were resting about their quarters; others had leave to visit their friends on other plantations, and were absent. The evening previous I had arranged my little bundle of clothing, and had secreted it at some distance from the house. I had spent most of the forenoon in my workshop engaged in deep and solemn thought.

It is impossible for me now to recollect all the perplexing thoughts that passed through my mind during that forenoon; it was a day of heartaching to me. But I distinctly remember the two great difficulties that stood in the way of my flight: I had a father and mother whom I dearly loved,--I had also six sisters and four brothers on the plantation. The question was, shall I hide my purpose from them? moreover, how will my flight affect them when I am gone? Will they not be suspected? Will not the whole family be sold off as a disaffected family, as is generally the case when one of its members flies? But a still more trying question was, how can I expect to succeed, I have no knowledge of distance or direction. I know that Pennsylvania is a free state, but I know not where its soil begins, or where that of Maryland ends? Indeed, at this time there was no safety in Pennsylvania, New Jersey, or New York, for a fugitive, except in lurking-places, or under the care of judicious friends, who could be entrusted not only with liberty, but also with life itself.

Excerpt from
The Fugitive Blacksmith;
or, *Events in the History of James W. C. Pennington,*
Pastor of a Presbyterian Church, New York,
Formerly a Slave in the State of Maryland, United States:
Electronic Edition
<http://docsouth.unc.edu/neh/penning49/penning49.html>

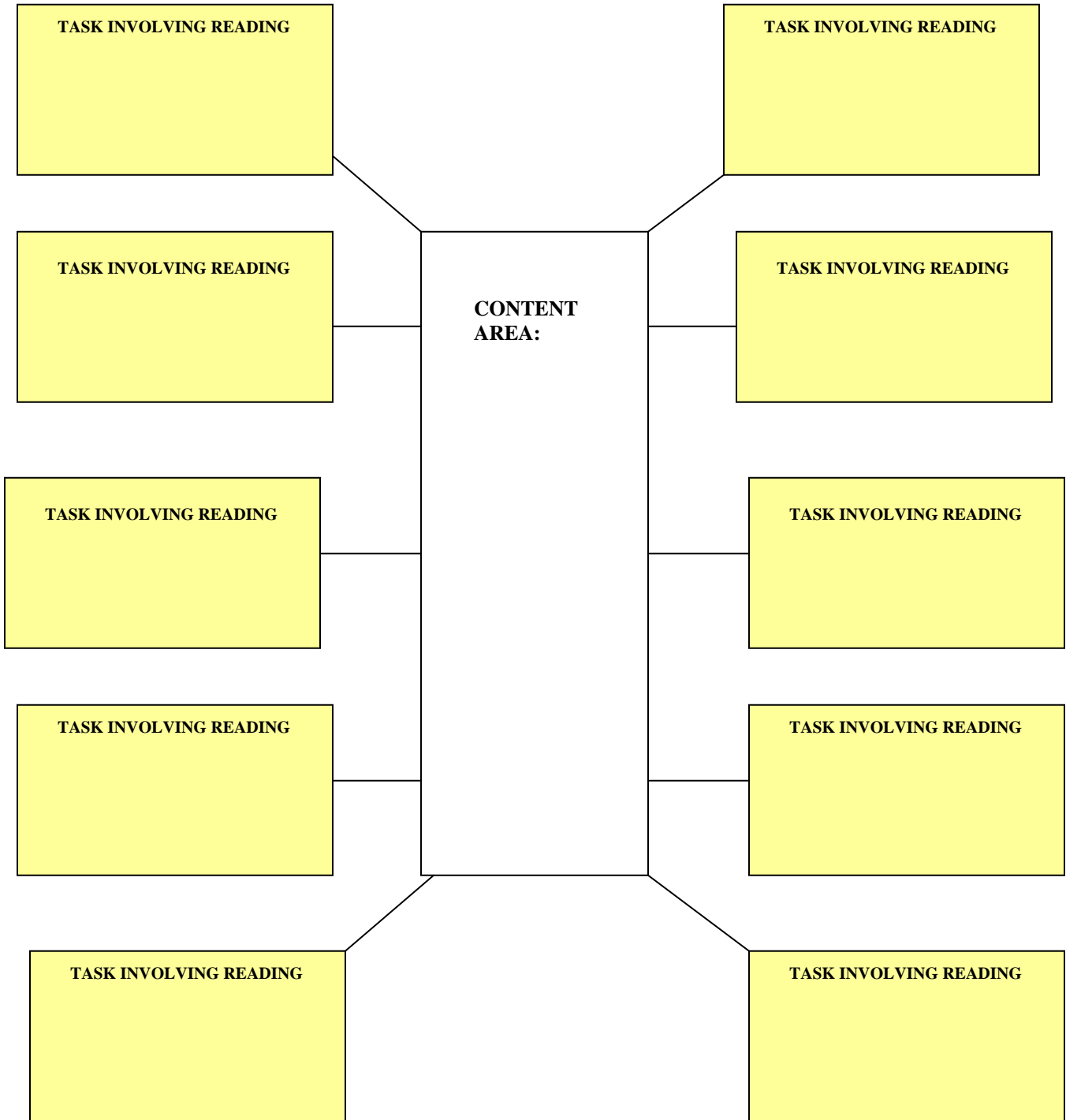
Beginning Your Meeting Resources

SURVEY

	AGREE	I'M NOT SURE	DISAGREE
1. I feel that it is important for students to be able to read to succeed in my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A significant number of students in my classes have trouble reading text books and other materials they are assigned to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students can't read class textbooks or other reading materials I assign because they were never taught how to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Content area books are often hard to read mainly because the vocabulary is too difficult for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Content area books are often hard to read mainly because the content is not clearly presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel content area teachers have a responsibility to help students learn to comprehend what they read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trying to help students master reading skills would take away time I need to cover content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Helping students to become proficient readers would take away time I need to cover materials assessed on important high-stakes tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. It's too late in their academic careers for my students to improve as readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm not sure my content supervisor wants me to teach reading skills to my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Beginning Your Meeting Resources

Organizational Web



**Beginning Your Meeting
Resources**

Note-Taking Worksheet

Section of Video/DVD	Things I want to remember	Questions I still have	What I Could Try
Section 1: Introduction			
Section 2: Before Reading			

Section of Video/DVD	Things I want to remember	Questions I still have	What I Could Try
Section 3: During & After Reading			
Section 4: Lessons Learned			

Using Section 1: Introduction

Video Running Time

Section 1 runs 4 minutes, 10 seconds (Time code: 00:00 – 04:10)

Section 1 begins with MPT logo. It ends with narrator saying, "...These strategies and others you will learn here are based on the National Reading Panel Report, research authorized by Congress to find out the best ways to teach reading."

Video Synopsis

In this section, two noted literacy experts, Suzanne Clewell, Ph.D., and Joseph Czarnecki, Ph.D. give some background about reading in the content areas, from the perspectives of both students and teachers.

Key Points in Video

The current landscape involving reading in the content areas and adolescent readers is varied.

- Eight million adolescent readers are reading below grade level.
- Students often enter middle school with reading deficits.
- Students need strong teacher support to grow as readers.

Tips and Suggestions:

- Before viewing, if you haven't used any of the suggestions on Page 5 for beginning your meeting, you may want to use one of them at this point.
- During viewing, group members should use the notetaking worksheet on Pages 9 – 10..
- After viewing, your group may want to complete some of these activities:
 - You may want to share the chart on Page 12 about current reading levels of U.S. students in eighth grade. The results on the chart are taken from the 2005 National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card. A full report on reading progress is available online at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006451>.

To engage the group with the data, ask them to brainstorm how many of their students in one class would fit in each of the levels? (e.g., At the advanced level, how many of their students can analyze the author's purpose and point of view as well as use historical background information to develop perspectives on the text?)
 - What do the members of your group think about this statement, excerpted from "Teaching Readers Who Struggle: A Pragmatic Middle School Framework," found online at <http://www.readingonline.org/articles/ash/>
"This is my fourth year teaching sixth grade. I think the biggest frustration I've seen with the struggling readers that I have are the kids who fall between the cracks, who don't qualify for the special programs, or Title I, or for any outside reading [instruction]. It's hard to reach those kids in a class of 30 many times. Even if it's 8 to 10 of those kids, it's hard to stop and go back and teach with that large of a class. And that's my biggest frustration."
- Before moving on to the next section of the video/DVD, ask group members to review their note-taking worksheets. Discuss any questions or thoughts they might have.

Using Section 1: Introduction Resources

Student Reading Levels

Percentage of students, by reading achievement level, grade 8: Various years, 1992–2005

Assessment year	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		<i>Advanced</i>
<u>Accommodations</u> not permitted							
1992	31	*	69	*	29		3
1994	30	*	70	*	30		3
1998	26		74		33	*	3
<u>Accommodations</u> permitted							
1998	27		73		32		3
2002	25	*	75	*	33	*	3
2003	26	*	74	*	32	*	3
2005	27		73		31		3

* Significantly different from 2005.

NOTE: Rows will not sum to 100 percent because of cumulative categories.

Achievement-Level Policy Definitions

(excerpted from <http://www.nagb.org/pubs/readingbook.pdf>)

BASIC:

Eighth-grade students performing at the Basic level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

For example, when reading literary text, Basic-level eighth graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading informative text, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect and chronological order).

When reading practical text, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

PROFICIENT:

Eighth-grade students performing at the Proficient level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. Proficient eighth graders should be able to identify some of the devices authors use in composing text.

For example, when reading literary text, students at the Proficient level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading informative text, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading practical text, Proficient-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

ADVANCED:

Eighth-grade students performing at the Advanced level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text; they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.

For example, when reading literary text, Advanced-level eighth graders should be able to make complex, abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme) and to explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able critically to analyze and evaluate the composition of the text.

When reading informative text, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading practical text, Advanced-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

Using Section 2: Before Reading

Video Running Time

Section 2 runs 9 minutes, 55 seconds. (Time code: 04:10 – 14:05)

Section 2 begins with teacher Debbie Slaughter introducing herself. It ends with Joseph Czarnecki saying, “So purpose setting is really crucial.”

Video Synopsis

Viewers meet Debbie Slaughter, an American history teacher at Salisbury Middle School in Maryland. As she introduces a lesson involving a multimedia assignment, she demonstrates proven techniques that can help students become more adept at reading: activating prior knowledge, introducing new vocabulary terms, using graphic information and images, recognizing text structure, previewing the text, and setting a purpose for reading

Key Points in Video

Proven reading strategies can set the stage for students’ success in both print and online text reading assignments.

- Ms. Slaughter activates prior knowledge by using a preview guide to ascertain what her students already know about the Underground Railroad.
- The class works with key vocabulary terms that they will encounter as they read, using a technique Ms. Slaughter identified as “Think and Link.” (This strategy is better known in the literacy community as “Link and Think.”)
- The teacher uses pictures to give students a chance to look closely at details about slavery and form personal conclusions about the kind of lives slaves lead.
- The class has previously reviewed the structure and the format of the site. Understanding the structure of a text and previewing its visual and textual information can help readers set a purpose.

Tips and Suggestions

- Before viewing, conduct a survey. In this section of the video/DVD, six important pre-reading strategies are explored. They are: activating prior knowledge, introducing new vocabulary terms, using graphic information and images, recognizing text structure, previewing the text, and setting a purpose for reading. Survey group members to see which techniques they already use in their classes and how they apply them in their content areas.
- During viewing, group members should use the notetaking worksheet on Pages 9 - 10.
- After viewing, your group may want to complete some of these activities:
 - Ask group members to select one strategy they would like to use as they work with students in the future. Ask them to suggest ways they would apply it in their content areas.
 - Using any of the pre-reading strategies and the sample paragraphs about James Pennington on Page 6, what questions or activities might group members use to assist their student readers?
 - The printable on Page 15 gives directions and an example of a “Link and Think” worksheet. Using this worksheet as a guide, group members could create a vocabulary list based on their content area teaching and write a short passage that demonstrates the links between these terms.
- Before moving on to the next section of the video/DVD, ask group members to review their notetaking worksheets. Discuss any questions or thoughts they might have.

Using Section 3: During and After Reading

Video Running Time

Section 3 runs 6 minutes, 35 seconds. (Time code: 14:05 – 20:40)

Section 3 begins with the narrator saying, “The teacher now moves her students into the computer lab.” It ends with the narrator listing the reading strategies that viewers have just seen. The last one mentioned is *monitoring comprehension*.

Video Synopsis

Students begin work on the assignment in the computer lab, while literacy experts Joseph Czarnecki and Suzanne Clewell explain the advantages of using media to differentiate instruction. These experts also talk about the importance of readers monitoring their own comprehension as they read. Students offer their perspectives on the assignment, showing how using these reading strategies has impacted their comprehension of the materials in the assignment. Literacy experts stress the importance of concluding the lesson by using summarization and other techniques.

Key Points in Video

Readers are most successful if the text they read is a match for their reading level. Teachers can address a reader-text mismatch in a variety of ways:

- Using technology can help bridge the gap between text and reader. Reading supports embedded in online activities include narrated text and rich visual resources.
- Graphic organizers can help students navigate any text, especially online examples.
- Using before-reading strategies (such as activating prior knowledge, using text structure, using graphic information, setting a clear purpose, and monitoring comprehension) can help readers work with texts.

Successful readers monitor their comprehension as they read, checking to make sure that what they are reading makes sense.

Teachers may conclude a reading assignment by 1) asking students to summarize what they have read, 2) generating a list of questions, 3) predicting what will happen next in the text, and 4) discussing what they have read.

Tips and Suggestions:

- Before viewing, your group may want to preview the activity featured in the video/DVD. The activity is called *Following in the Footsteps*. It can be found at <http://pathways.thinkport.org/following/>. The flow chart on Page 18 can also be used to explore this interactive story.
- During viewing, group members group should use the notetaking worksheet on Pages 9 – 10.

- After viewing, your group may want to complete some of these activities:
 - Survey your group: What kinds of graphic organizers have they used to help students complete a reading assignment? You may want to share some of the organizers included on Page 19 with the group.
 - A list of questions for students to monitor their comprehension is included in the chart on Page 20. What other questions would your group add to the list?

Using a difficult text, such as that found here: *Bay Lab: What's Killing the SAV?* (http://bayville.thinkport.org/default_flash.aspx), group members may want to use some of the monitoring questions listed and report to the group the ones they found most useful.

- In a *Reading in the Content Areas* presentation sponsored by the U.S. Department of Education, Theresa Hinkle, a nationally certified middle school teacher, explained some strategies for reading that are similar to the ones the group just saw in the video/DVD. .

The presentation was part of the Teacher-to-Teacher initiative was created by the U.S. Department of Education to provide the latest strategies and research on educational practices that work in the classroom. A video, PowerPoint, and Guide for the presentation are available online at <http://www.paec.org/teacher2teacher/readingincontentareas.html>

Theresa suggests that the following techniques could be used as post-reading activities:

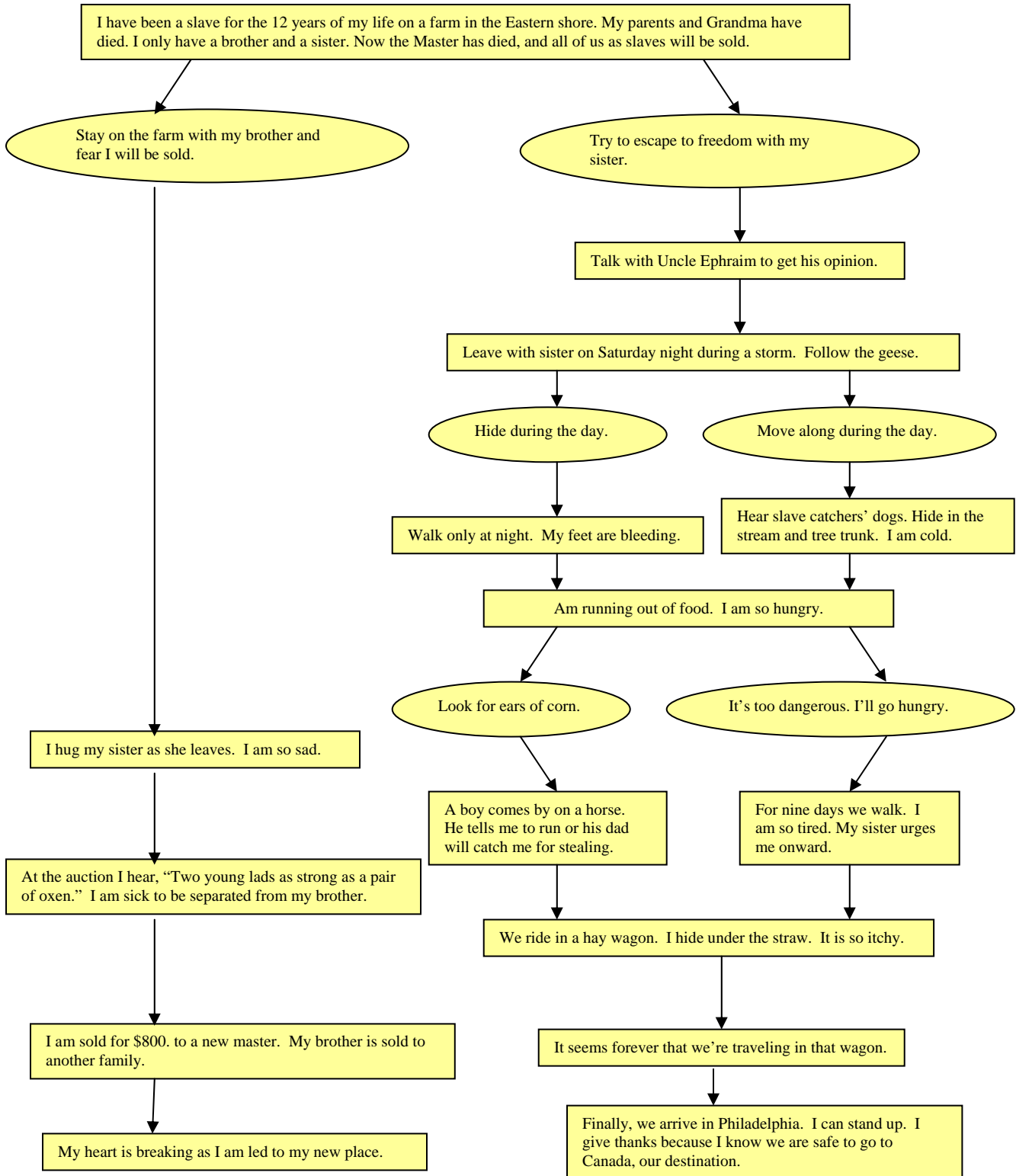
- Check for understanding
- Clarify
- Extend knowledge
- Build on pre- and during reading activities
- Reinforce skill and strategy development
- Address variety of strengths and needs

With your group, use the worksheet on Page 21 to brainstorm a list of ways to implement these techniques in the classroom.

- Before moving on to the next section of the video/DVD, ask group members to review their note-taking worksheets. Discuss any questions or thoughts they might have.

Using Section 3: During and After Reading Resources

Flow Chart – Following the Footsteps <http://pathways.thinkport.org/following/>



Using Section 3: During and After Reading Resources

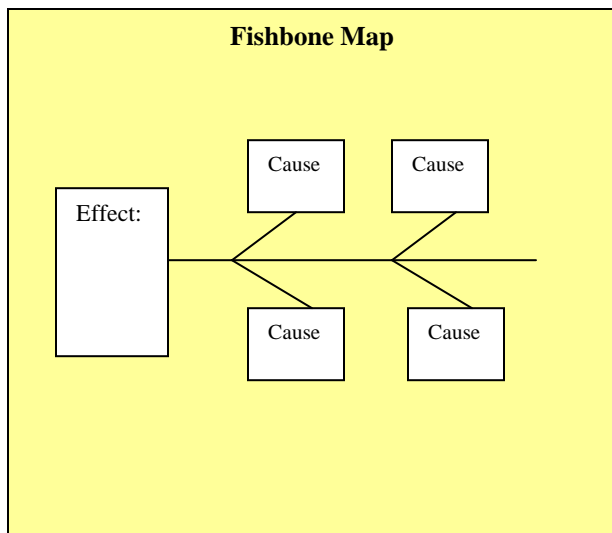
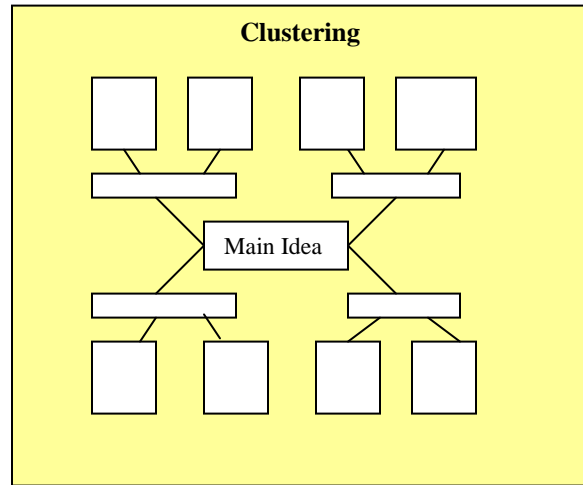
Graphic Organizer Samples

Graphic organizers like these can help student readers increase their comprehension. Full size printable organizers of these and other organizers are available in HTML, PDF, and Word format on Thinkport at <http://www.thinkport.org/Technology/template.tp>.

Paragraph Analysis Chart

Main Idea:

Details:



Compare/Contrast

Item 1: _____ Item 2: _____

HOW ARE THEY THE SAME?

HOW ARE THEY DIFFERENT?

Using Section 3: During and After Reading Resources

Monitoring Comprehension

Questions Readers Might Ask Themselves as They Read

1. What is the author trying to say?
2. How would I say this in my own words?
3. How does this information fit in with what I've read so far?
4. Does this information fit with something I have read or experienced before?
5. Do I agree with the author on this point?
6. What am I seeing in my mind as I read this?
7. Do I agree with what the author is saying?
8. How does this picture (or graphic) help me understand what the author is saying?
9. How can I summarize what the author has said so far?
10. What does this remind me of?

Using Section 3: During and After Reading Resources

**Post-Reading Activities
Worksheet for Brainstorming**

Strategy	One way I can use this in my content area classes ...
Check for understanding	
Clarify	
Extend knowledge	
Build on pre and during reading activities	
Reinforce skill and strategy development	
Address variety of strengths and needs	

Using Section 4: Lessons Learned

Video Running Time

Section 4 runs 5 minutes, 46 seconds.

Section 4 begins with Suzanne Clewell saying “These strategies have become critically important.” It ends with the narrator saying, “Soon you’ll be helping your students read and achieve across the disciplines.”

Video Synopsis

Literacy experts Joseph Czarnecki and Suzanne Clewell reveal the results of a scientific study that shows how the combination of classroom reading strategies and the use of interactive materials can help students grow as readers.

Key Points in Video

A combination of reading strategies and online experiences rich in text, visual supports, and available audio, can help even the most struggling reader.

- This combination helps all readers, but the most significant gains were seen in the most challenged readers, many of whom were from high poverty areas.
- Some studies have suggested that retention doubles when you see and hear information at the same time, a feature of many MPT online experiences.
- Using technology is one of fifteen principles recently identified for effective intervention for struggling readers.

Tips and Suggestions:

- Before viewing, ask your group to share any personal experiences in using technology (computer programs, web sites, blogs, podcasts, videos, or recordings, for example) with challenged readers.
- During viewing, group members group should use the notetaking worksheet on Pages 9 - 10.
- After viewing, your group may want to complete some of these activities:
 - Brainstorm with your group: Why did the results of the study show that using reading strategies and online experiences worked best with the most challenged readers? What implications does this have for your teaching?
 - Your group may want to look at the Alliance for Excellent Education report that identified technology as an effective reading intervention strategy. The report, called *Reading First—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York*, was published in 2004. It is available online as a printable PDF at <http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf>. Ask group members to identify the fifteen elements identified in the report that are important in improving middle and high school literacy achievement.
- Ask group members to review their note-taking worksheets. Discuss any questions or thoughts they might have.

Concluding Your Meeting

Review

Discuss the key points your group noticed in the video/DVD. What surprised them? What questions do they still have?

Talk about the reading strategies the group saw demonstrated in the video/DVD. Which one(s) have group members used already? Which ones would be easy for group members to use in conjunction with their current curriculum?

These strategies include:

- Activating prior knowledge
- Introducing new vocabulary
- Using graphic information and imagery
- Recognizing text structure
- Previewing the text
- Setting a purpose for reading
- Using media to differentiate instruction
- Using graphic organizers
- Monitoring comprehension

Reflect

If your group completed the survey on Page X at the beginning of the meeting, you may want to revisit it to see if there have been any changes in their responses. You may want to focus on responses to Questions 6 through 10.

In general, where does your group want to go from here? There are numerous opportunities to learn more about reading in the content areas, especially online. You can find many of these opportunities on MPT's Thinkport at <http://thinkport.org>. Look in Think Classroom (<http://www.thinkport.org/Classroom/trips.tp>) for Reading Tools and Classroom Resources in each of the Online Field Trips.

Other Reading Resources

These books and web sites can help your group explore more about literacy in the content areas:

- Billmeyer, R. (2006). *Strategic reading in the content areas, practical applications for creating a thinking environment*. Norwood, MA: Christopher Gordon Publishers.
- Buehl, D. (2001). *Classroom strategies for interactive learning*, (2nd ed.). Newark, DE: International Reading Association.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work*. York, ME: Stenhouse Publishers.
- Robb, L. (2000). *Teaching reading in the middle school*. NY: Scholastic Professional Books.
- Schoenbach, R. (1999). *Reading for understanding*. San Francisco: Jossey-Boss.
- Tovani, C. (2000). *I read it but I don't get it*. York, ME: Stenhouse Publishers.
- www.reading.org
International Reading Association
- www.readingonline.org
Electronic journal of the International Reading Association
- www.all4ed.org
Alliance for Excellent Education
- www.nationalreadingpanel.org
National Reading Panel Report
- www.nea.org/readingmatters
National Education Association reading web site