**SUGGESTED READINGS**

**The Reading Process**

| **Resource**  *\*referenced in this module* | **Overview** | **Helpful Sections Related to this Module** |
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| *\*Becoming Literate: The Construction of Inner Control* by Marie M. Clay, 1991, Heinemann | * Dr. Clay’s theory of how young children learn, and how as teachers we can best guide them through that process. * Dr. Clay writes in the introduction, “Perhaps it is a book to stay with over a period of years” and we couldn’t agree more! | Introduction – p. 1-4  Chapter 14, Extending the Inner Control – p. 317-345 (examines the role of strategies in a self-extending system) |
| *\*Guided Reading: Good First Teaching for All Children* by Irene C. Fountas and Gay Su Pinnell, 1995, Heinemann | * The classic guide to guided reading, this book puts guided reading in context, exploring the “foundations on which teachers make instructional decisions about guided reading – and present an overview of a balanced literacy program” (p. xvi). * Also addresses the classroom environment, formative assessment and changes over time in children’s learning and our teaching. | Chapter 3 – Guided Reading Within a Balanced Reading Program – p. 21-42 (examines the different types of reading and writing instruction in the primary classroom). |
| *\*Strategies That Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2007, Stenhouse | * Explains and provides instructional support for teaching children the research-based comprehension strategies critical to developing lasting understanding of reading. * Builds through a process of gradually releasing responsibility to students from interactive read-alouds to independent practice. | Chapter 1,Reading is Thinking – p. 11-21, Chapter 2, Reading is Strategic - p. 22-29 |
| *Reading with Meaning: Teaching Comprehension in the Primary Grades*  by Debbie Miller, 2002, Stenhouse | * Shows how the basic comprehension strategies can be applied specifically in the primary grades, with many helpful examples and illustrations |  |
| *One Child at a Time: Making the Most of Your Time with Struggling Readers, K-6*  by Pat Johnson, 2006, Stenhouse | * Explains the reading process in very simple, clear language with relevant classroom examples. | Chapter 2, Laying the Foundations, p. 14-26 (Information systems, strategies, and types of reading and writing instruction) |
| “Reciprocity Between Reading and Writing: Strategic Processing as Common Ground” by Nancy L. Anderson and Connie Briggs, *The Reading Teacher*, 64(7), 2011, p. 546-549 | * Short article exploring the reciprocity between reading and writing | Whole article – reading/writing reciprocity |