## **MSC Reading Preparation**

### **MN Teacher Relicensure**

#### **Additional Resources**



------

# Additional Resources

Duke, N., Cervetti, G., and Wise, C. (2017). Learning from exemplary teachers of literacy. *The Reading Teacher 71*(4). 395-400.

Foundational skills to support reading for understanding in kindergarten through 3rd grade: A practice guide (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from: <a href="https://ies.ed.gov/ncee/wwc/practiceguide/21">https://ies.ed.gov/ncee/wwc/practiceguide/21</a>.

Harvey, S. & Goudvis, A. (2013). Comprehension at the Core. *Reading Teacher*, 66(6), 432-439.

Hudson, R., Lane, H. & Pullen, P. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, *58*(8), 702-714.

Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/practiceguide/14">http://ies.ed.gov/ncee/wwc/practiceguide/14</a>.

Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: K to 3*. Lansing, MI: Authors.

Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in literacy: Grades 4 to 5*. Lansing. MI: Authors.

Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: Prekindergarten.* Lansing, MI: Authors.

Mesmer, H. & Griffith, P. (2005). Everybody's selling it – But just what is explicit, systematic phonics instruction? *The Reading Teacher*, *59*(4), 366-376.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

Reutzel, D. (2015). Early literacy research: Findings primary-grade teachers will want to know. *The Reading Teacher*, 69(1), 14-24.

## **MSC Reading Preparation**

### **MN Teacher Relicensure**





Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools. *The Elementary* 

School Journal 101, 121-165.

Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/practiceguide/17">https://ies.ed.gov/ncee/wwc/practiceguide/17</a>.