

Context: Sometimes when people ask for research, they really want another type of discussion or affirmation about how a practice looks or feels. Use research with coaching skills.

Contacts for the Webinar: Finding Meaning in Fluency:

Dr. Deborah Reed (IRRC Blog posts): deborah-reed@iowareadingresearch.org

Department of Education:

Greg Feldmann greg.feldmann@iowa.gov

Connor Hood connor.hood@iowa.gov

Jen Adams jen.adams@iowa.gov

For Further Study:

Plain Talk about Literacy and Learning: <http://www.cdl.org/plain-talk-about-reading-institute/>

Common ground in Literacy and Learning: Jan Hasbrouck, Anita Archer, Louisa Moats, Doug Fisher, John Hattie, Michael Fullan, Laura Justice, Tim Shanahan, Kim St. Martin, Kristin Anderson, Howard Fuller, Sam Goldstein, Timothy Rasinski, Robert Brooks, and Dan Willingham- *Plain Talk about Literacy and Learning* Thought Leaders and Speakers.

Concepts in Reading and Literacy

Scarborough Reading Rope: 2001

Dr. Deborah Reed Reading blogs- Iowa Reading Research Center

January 6, 2016: Universal Screening:

<http://www.iowareadingresearch.org/blog/universal-screening/>

February 22, 2016: Instructional Decisions Aligned to Screening Data:

<http://www.iowareadingresearch.org/blog/instructional-decisions-aligned-to-screening-data/>

Professional Development Framework for Teachers:

LETRS: Language Essentials for Teachers of Reading and Spelling (Sopris), 2010.

Modules 1-12 including the Challenge of Learning to Read, Speech Sounds of English (phonetics, phonology, phonemic awareness), Spellography, Vocabulary, Comprehension, Phonics, Assessment, and Spelling/Writing. Also includes leadership, PreK, and ELL modules.

Reading Fluency: Understanding and Teaching this Complex Skill. Hasbrouck & Glaser, 2011, Gibson Hasbrouck & Associates Publishing, www.gha-pd.com

National Reading panel (2000) provides much of the basis of our understanding of literacy concepts necessary to learn to read.

<https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>

Iowa Core integrates foundational skills of reading with rigorous thinking skills.

<https://iowacore.gov/>

Iowa Literacy Summit 2015 also includes a folder with a wealth of resources about research-based practices in literacy:

https://drive.google.com/folderview?id=0B6nJ7wikYUzofmUwWk41LXRIRDrtVE8xT2F6bG50MGM4azFMNGlxNG5LSV9KcXITTFN1Zjg&usp=drive_web

Including citations from Anita Archer's presentation Effective and Efficient Teaching of Reading Foundation Skills: <https://goo.gl/Sf8mUe>

Why: Brady, 2012; Moats 2012; Ryder, Tunmer, & Greaney, 2008; Mathes et al, 2005; Torgesen et. al 2001

Print Literacy Concepts: Adams, 2013; Evans & Saint-Aubin 2011; Lane & Pullen, 2005; Foorman, Francis, Beller, Winikates, & Fletcher, 1997; Gillon, 2004; Ehri & Roberts, 2006; Ehri, 1994; Beck, 2006; Stanovich, 1994; Joshi, 2008 – 2009; Moats, 2005 – 2006; Brady 2012; Yopp, Hallie, & Yopp, 2011;

Decoding and Comprehension: The Connecticut Longitudinal Study; Adams, 1990; Perfetti, 1985; Share & Stanowich, 1995; Perfetti, 1986;

Concepts in Assessment and Data-based Decision-Making

Fast Bridge Learning materials: Summer 2014, Summer 2015 training materials.

<https://goo.gl/5zTnYL>

FAST Technical Manual (Abridged for Iowa); Available in the Iowa TIER Knowledge Base
Iowa TIER Knowledge Base: Assessment Supports- Literacy: Literacy-FAST (section);
earlyReading Composite Weightings (article),

Approved measures: <https://www.educateiowa.gov/documents/literacy/2015/11/approved-literacy-assessments-2015-2016>

Oral Reading fluency as an indicator of competence: A Theoretical,

Empirical, and Historical Analysis, 2001, SCIENTIFIC STUDIES OF READING, 5(3), 239–256
Lawrence Erlbaum Associates, Inc.

Lynn S. Fuchs, Douglas Fuchs, and Michelle K. Hosp, Peabody College of Vanderbilt University
Joseph R. Jenkins, University of Washington