The Goldilocks Effect: Finding the "Just Right" Books for Struggling Readers

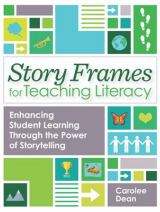
Carolee Dean, M.S., CCC-SLP, CALT

1

Disclosure Statement:
Financial: Dean will share free activities for narrative intervention provided by her publisher (Paul H. Brookes Publishing). She receives a royalty from Brookes for *Story Frames for Teaching Literacy*. Most of the books on the list can be checked out from your school or city library.

Dean is the Founder of Word Travel Press and author of the Hot Rod Series of Decodable Books. There is promotional material on the website which includes a free book PDF on the newsletter sign-up page.
There are no additional financial or non-financial relationships to disclose.
©2024 Carolee Dean

2



Carolee Dean, MS, CCC-SLP, CALT

- M.S. in Communicative Disorders
- Adjunct Instructor at Providence College
- Certified Academic Language Therapist (ALTA)
- Previous President of the Southwest Branch of IDA
- Current Western Region Representative for IDA
- Over 20 Years of Experience in Schools (2 in teletherapy)
- Private Practice focusing on dyslexia, narrative intervention, and teletherapy
- Author of three Young Adult Novels, Decodable Books, and *Story Frames for Teaching Literacy: Enhancing Student Learning Through the Power of Storytelling* (Brookes, 2021)

3

Resources Tab on Web Page

Word Travel Press Home Page

- Decodable Books – List of Decodable Book Publishers
- COR Instruction – Free activities for Phonological Awareness, Vocabulary, **Cognitive Flexibility** and more to accompany the free decodable book on the next slide.
- Teacher Resources – Scroll to the bottom for a list of narrative non-fiction picture books

Sign up for my newsletter to receive the digital decodable book PDF on which the COR Instruction activities are based.

4

Resources Tab on Web Page

Word Travel Press Home Page

Receive a FREE digital decodable picture book PDF
The free content also appears as a chapter in *Gods and Gifts: Three Greek Myths Retold*, a decodable chapter book with black and white illustrations for older students

5

Shanahan on Literacy

https://www.shanahanonliteracy.com/blog/should-we-teach-with-decodable-text-1
A meta-analysis of 90 studies on early reading interventions:

4 groups

1. Those that did not include using text.
2. Those that used decodables only.
3. Those that used text that was not decodable.
4. Those that used a combination of both.

"The text regime that significantly outdistanced the others in terms of how well they nurtured decoding ability was the diet that included decodables along with other texts."

Pugh, A., Kearns, D., & Hiebert, E. H. (2023). Text types and their relations to efficacy in beginning reading instruction. *Reading Research Quarterly, 58*(4), 710-732. https://doi.org/10.1002/rrq.513

6

Alia Pugh Et Al Article

1. Students who read decodable texts appeared more likely to use a decoding strategy when they read other texts.
2. Students who read nondecodable (or authentic) texts appeared to use an orthographic strategy (i.e., identifying words by recognizing unique letter strings).
3. The goal of decodable texts is to improve students' ability to decode and improve reading of future authentic texts.
4. The goal of using authentic texts is to provide exposure to a wider range of texts, creative language, and ideas.

(Content Knowledge – my addition)

7

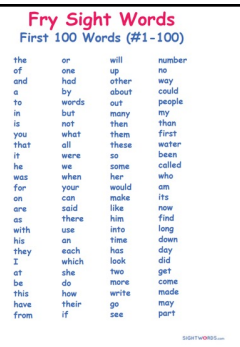
First 100 High Frequency Words

- About half of the words in texts overall are from the 100 most frequent words (Zeno et al., 1995).
- In trade books for beginning readers, 56% of the words are from the first 100 high - frequency words (Hiebert et al., 2018).
- 25 have irregular vowel patterns,12 are multisyllabic, and 14 have a vowel in which a single phoneme is represented by two graphemes (e.g., long-vowels, diphthongs). Of the 35 words for which the correspondence between phonemes and graphemes is one-to-one, about a third have at least one complex consonant cluster (e.g., wh, sh)."

8

https://sightwords.com/sight-words/fry/

Has free PDF downloads for Fry and Dolch sight word lists.



9

Conclusion

Exposure to **multiple types of texts** might have resulted in more generalization than exposure to a controlled set of texts that only showed effects when the outcomes were designed to align with the types of text.

Next up: Multiple Text Types

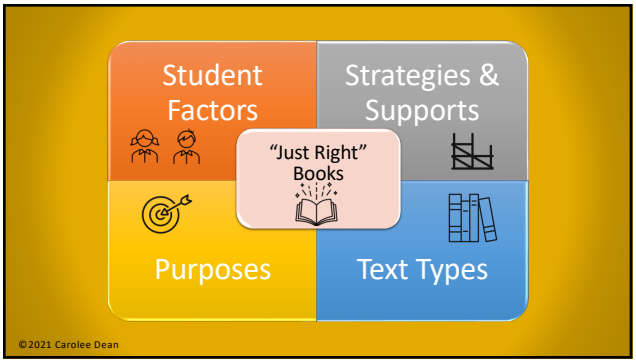
10

©2021 Carolee Dean

Text Types & Lexiles

Decodable Books	Leveled Readers	Picture Books
Graphic Novels	Novels in Verse	Hi-Lo Readers

11



12

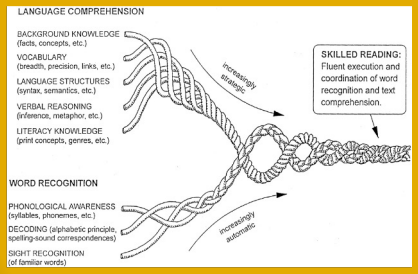
Student Factors

- Reading Strengths & Weaknesses
- Attention
- Interests
- Emotional Fortitude
- Stamina
- Use of Strategies

©2021 Carolee Dean

13

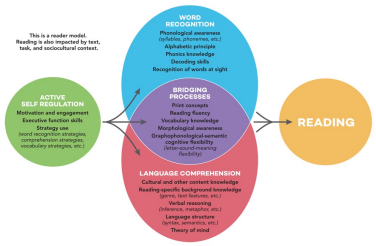
PURPOSES



©2021 Carolee Dean

14

The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading



https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.411

15

Purposes

Who is using the text?

- Practice Decoding
- IEP Goals and Objectives
- Exposure to the Language of Books
- *Build Content Knowledge
- Form Connections
- Build Emotional Fortitude
- Leisure
- Develop a Love of Books
- Teach Diversity

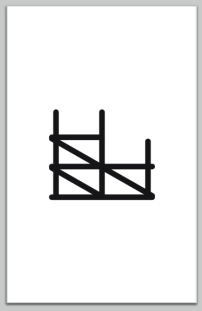
©2021 Carolee Dean

16

Student Factors | Purposes

©2021 Carolee Dean

17



©2021 Carolee Dean

Supports

- Text to Speech Tools
- Adult Read Aloud
- Built in Supports
- Tech Support

18

Strategies

- Mental Imagery (Oakhill & Cain, 2016)
- Comprehension Monitoring (Oakhill & Cain, 2016)
- Pictography (Ukrainetz, 1998 & 2019)
- Paraphrase complex sentences (Scott & Balthazar, 2013)
- Describing Illustrations (Marzola, 2018)
- Self-Questioning (Who, What, Where, When, Why, How)

©2021 Carolee Dean

19

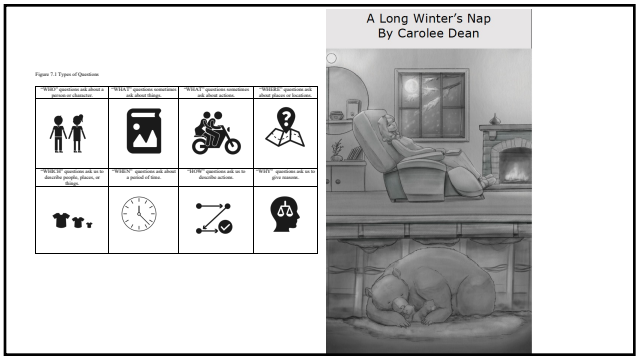
Figure 7.1 Types of Questions

"WHO" questions ask about a person or character.	"WHAT" questions sometimes ask about things.	"WHAT" questions sometimes ask about actions.	"WHERE" questions ask about places or locations.
"WHICH" questions ask us to describe people, places, or things.	"WHEN" questions ask about a period of time.	"HOW" questions ask us to describe actions.	"WHY" questions ask us to give reasons.

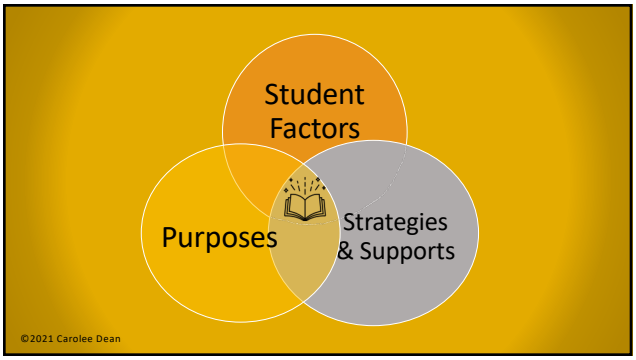
Story Frames for Teaching Literacy
Enhancing Student Learning Through the Power of Storytelling
Carolee Dean

From: *Story Frames for Teaching Literacy: Enhancing Student Learning Through the Power of Storytelling* (Paul H. Brookes Publishing Co., 2021)

20



21



22

Text Types & Lexiles

- Decodable Books
- Leveled Readers
- Picture Books
- Graphic Novels
- Novels in Verse
- Hi-Lo Readers

©2021 Carolee Dean

23

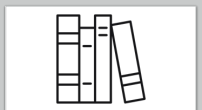
Decodable Books-Features & Considerations

Decodable Books

- Contain only the letters, sounds, and learned words taught
- Controlled vocabulary
- Illustrations support/enhance text only.
- Promotes errorless learning.
- Scope and sequence varies
- May limit exposure to rich syntax, vocabulary, morphology
- Limits the opportunity for statistical learning.
- May not appeal to older readers.
- Limits children's book choice.
- Authors manipulate the text

©2021 Carolee Dean

24



- May be part of a larger program of teaching structured literacy
-May include support material
-Sets vs. Stand Alone Books
-Pricing Varies

Decodable Books

©2021 Carolee Dean

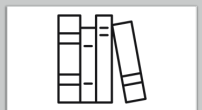
Decodable Books – Publishers

Note: Appearing on this list should not assume endorsement of these products

- Academic Therapy Publications (High Noon Books)
- Barton Reading and Spelling System (Stand Alone Chapter Books)
- Educator's Publishing Service (Let's Read Series, Primary Phonics)
- Fly Leaf Publishing (Books to Remember)
- SPELD SA (Phonic Books)
- Spell Links (Decodable Books)
- Voyager Sopris Learning (Power Reader Series)
- Wilson Reading System (Fluency Readers)
- Whole Phonics (Readers)
- Zaner-Bloser (Superkids Reading Program)

See my website for a more complete list:
https://www.wordtravelpress.com/decodable-books

25



Beware of publishers getting on the "Decodable Book" bandwagon.

Decodable Books

©2021 Carolee Dean

Decodable Books – Traditional Publishers

Note: Appearing on this list should not assume endorsement of these products. Look at the text before making a decision about these books.

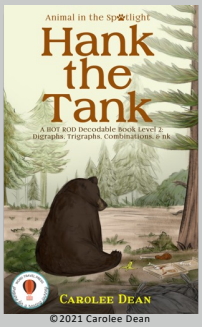
READ THE "SCOPE AND SEQUENCE" CAREFULLY. SOMETIMES THERE IS A SCOPE, BUT NOT AN OG-BASED SEQUENCE.

Scholastic – Bob Books
Bob Books Series

Orca Book Publishers – Meg and Greg
https://www.orcabook.Meg-and-Greg

Lerner Books – Reading Gem Phonics
https://www.lernerknowsliteracy.com/decodable-books?utm_source=email&utm_medium=link&utm_campaign=classroom

26



©2021 Carolee Dean

Poem – closed syllables, consonant blends, nk, digraphs, combinations, suffix-ing

Learned Words: are, have

Hank the Tank: Animal in the Spotlight by Carolee Dean

In the kitchen, lids are banging.
Skillets, pots, and pans are clanging.
Smash! Crash! I have a hunch,
Hank the Tank is snatching lunch.

Clacking racks and smacking lips.
French dip sandwich, bag of chips.
Chops and Chestnuts. Chicken wings.
Rotten bits of shocking things.

He checks the trash and cracks the chest.
Hank the Tank is on a quest.
Shallots, shell-fish, mussels, squid.
He licks a whisk and sniffs a lid.

27

Write your own decodable sentences– Use only Closed/short vowels and the learned words **a, the (-s as /s/,/z/). You don't have to use the words on the list, but it may be helpful.**

Past tense verbs:		Multisyllable Words		Conjunctions
Had	bent	pic/nic	ab/sent	and
Did	left	bas/ket	im/pact	but
Ran	swam	con/tact	in/sult	yet
Sat	spun	den/tist	sub/ject	
Crept	sped	sus/pect	pros/pect	
Slept	wed	ob/ject	frag/ment	
Swept	met	con/test	muf/fin	
Spent	spat	com/ment	fran/tic	
Split	fed	bris/ket	grem/lin	
Dwelt				
Wept				
kept	fled	gal/lant	bris/ket	

28

Creating Your Own Decodable Text

- https://decodablereads.com/
- https://www.projectread.ai/

29

Project Read AI – Decodable Stories Generator

https://www.projectread.ai/ Decodable Stories Generator

Scope and Sequence: Pick the scope and sequence from various programs such as Project Read, UFLI, IMSE Orton Gillingham, Guided Phonics and Beyond LMW, Reed Charitable Foundation, CKLA Skills

Choose the Objective: Example – UFLI Lesson 84: ai, ay

Starter version is Free. Includes illustrations if you email other teachers

There is a yearly fee if you want to be able to add your own words or make the story longer.

30

https://decodablereads.com/

Decodable Reads

They have their own Scope and Sequence.
First 10 stories are free
Add your own subjects – but not your own words
Vary the length up to 250 words
Student draws their own illustrations

31

©2021 Carolee Dean

A Word About Lexiles from

lexialearning.com and lexile.com

- The Lexile Framework for Reading was Created by MetaMetrics
- Measures the reading challenge of a text
- A metric between <200L->1700L
- Not a direct correspondence to grade level
- Based on reading ability and text difficulty
- Text difficulty is measured in part by word frequency and sentence length.
- Found in Product Details at amazon.com OR go to https://hub.lexile.com/find-a-book/search

32

©2021 Carolee Dean

Lexiles - Caution

- *The Grapes of Wrath* by John Steinbeck- 680L.
- *The Sun Also Rises* by Ernest Hemingway 610L.
- *Bad News for Outlaws* 860L,
- *Six Dots: A Story of Young Louis Braille* 590L
- *The Whipping Boy – 570L*
- *Charlotte's Web* – 680L
- *Harry Potter and the Sorcerer's Stone* 880L.
- Analyze a text of up to 250 words here: https://hub.lexile.com/analyzer

33

©2021 Carolee Dean

Other Readability Formulas

- Flesch-Kincaid –Test the readability or find out the readability of your website. https://www.webfx.com/tools/read-able/flesch-kincaid.html, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) uses Flesch-Kincaid
- ATOS –used by Renaissance Learning Inc. as Part of their Accelerated Reader 360 program. Find the text analyzer at https://www.renaissance.com/products/accelerated-reader/atos-and-text-complexity/

34

Guided Reading
Leveled Books

Leveled Readers

©2021 Carolee Dean

Leveled Readers

Considerations from Scholastic.com

Length

Layout

Structure & Organization

Illustrations

Words

Phrases & Sentences

Literary Features

Content & Theme

35

Leveled Readers

©2021 Carolee Dean

Leveled Readers - Considerations

- Greater variety of non-fiction topics.
- Quick reference for level of difficulty, but this may be misleading.
- Photographs versus illustrations appeal to older readers.
- High frequency words often have irregular spellings.
- Student may rely too heavily on picture support.
- Does not follow an Orton-Gillingham based scope and sequence.
- Limits the opportunity for statistical learning.
- Limits children's book choice.
- Authors manipulate the text to fit the formula.

36

Leveled Readers

©2021 Carolee Dean

Leveled Readers – Publisher List

Scholastic

Square Fish – A Division of Macmillan Publishing

Lerner Books

DK Readers (Dorling Kindersley) Just Purchased Phonic Books which is a series of decodable books.

37

Comparison

https://www.cde.state.co.us/coloradoliteracy/decodable_leveled_text

What is the Difference Between Decodable Text and Leveled Text?

Decodable Text	Leveled Text
• Phonics patterns presented in text align with skills that have been explicitly taught.	• Level is determined by length and amount of words, sentence length and complexity.
• Targeted phonics pattern is deliberately repeated to provide ample practice.	• Text is selected by topic, or interest. Focus is on "authentic" text.
• High frequency words presented in text have been explicitly taught.	• In early texts, sentence patterns are often repeated and predictable.
• Text progresses in a scope and sequence from simple patterns (e.g. CVC) to more complex.	• Text is not controlled for phonics patterns that have been explicitly taught to students
• Focus is on accurate decoding first, before making meaning	• Pictures are highly supportive
	• Making meaning is prioritized over accurate decoding

38

Teach My Kid to Read
https://teachmykidtoread.org/

Teach My Kid to Read

39

Beyond Decodable Books & Stories

Cain, K. (2016). Reading comprehension development and difficulties: An overview. *Perspectives on Language and Literacy,* 42(2), 9-16.

Shanahan, T. (2019). Why children should be taught to read with more challenging texts. *Perspectives on Language and Literacy*, 45 (4), 17-23. Read the blog Shanahan on Literacy for suggestions on how to improve students' knowledge base even while focusing on reading instruction.

Scott, C.M., & Balthazar, C. (2013). The role of complex sentence knowledge in children with reading and writing difficulties. *Perspectives on Language and Literacy*. 39 (3), 18-26.

40

High Interest – Low Readability.

Hi-Lo Readers

©2021 Carolee Dean

Hi-Lo Readers

Created for older struggling readers on topics of interest to them but at a lower Lexile. They often include high frequency words.

Considerations:
- Short books with photos or illustrations to support text.
- Focus on comprehension strategies versus decoding strategies.
- Artwork is typically geared to teen or tween readers.
- Similar considerations related to leveled books.

41

Hi-Lo Readers

©2021 Carolee Dean

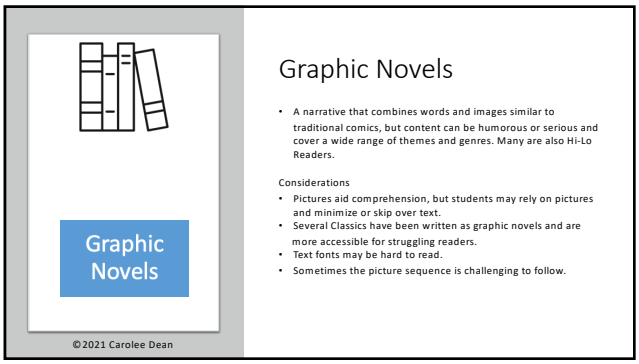
Hi-Lo Readers

Hi-Lo Nonfiction Passages for Struggling Readers – Scholastic. Contains 80 reading passages. Work on finding the main idea, identifying cause/effect, sequencing, comparing/contrasting, drawing conclusions, summarizing.

Saddleback Educational Publishing – Hi-Lo Books for Tweens (grades 4-8). Various individual titles. Red Rhino Books (grades 4-7) Chapter Books and Informational Text. (ATOS reading levels). For older students they also have a Timeless Classics series.

High Noon Books – Reading levels for grades 1-4 but with subjects of interest to older readers. Includes many non-fiction titles. Sold separately or in sets. E-book sets are also available.

42

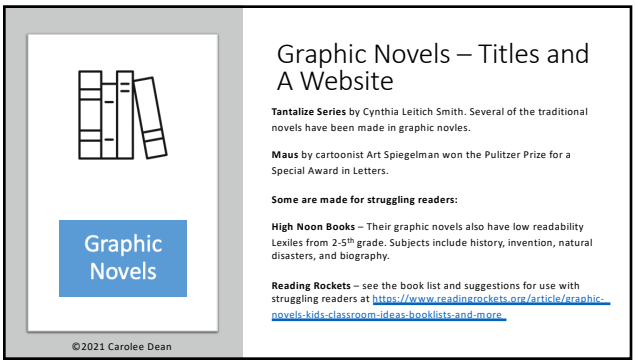


Graphic Novels

- A narrative that combines words and images similar to traditional comics, but content can be humorous or serious and cover a wide range of themes and genres. Many are also Hi-Lo Readers.

Considerations
- Pictures aid comprehension, but students may rely on pictures and minimize or skip over text.
- Several Classics have been written as graphic novels and are more accessible for struggling readers.
- Text fonts may be hard to read.
- Sometimes the picture sequence is challenging to follow.

43



Graphic Novels – Titles and A Website

Tantalize Series by Cynthia Leitich Smith. Several of the traditional novels have been made in graphic novles.

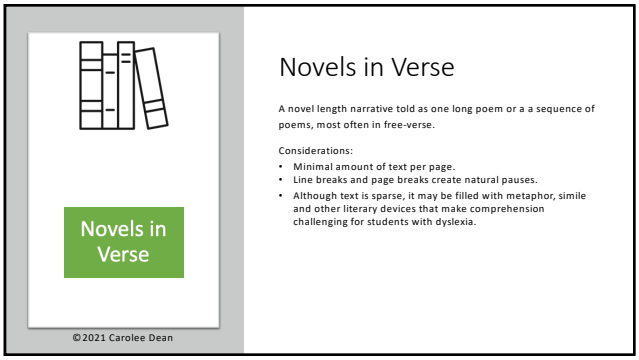
Maus by cartoonist Art Spiegelman won the Pulitzer Prize for a Special Award in Letters.

Some are made for struggling readers:

High Noon Books – Their graphic novels also have low readability Lexiles from 2-5th grade. Subjects include history, invention, natural disasters, and biography.

Reading Rockets – see the book list and suggestions for use with struggling readers at https://www.readingrockets.org/article/graphic-novels-kids-classroom-ideas-booklists-and-more

44

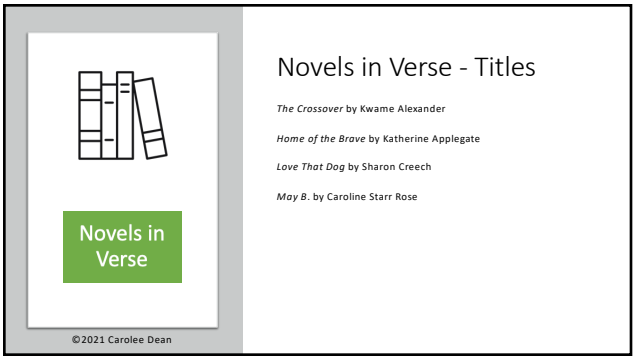


Novels in Verse

A novel length narrative told as one long poem or a a sequence of poems, most often in free-verse.

Considerations:
- Minimal amount of text per page.
- Line breaks and page breaks create natural pauses.
- Although text is sparse, it may be filled with metaphor, simile and other literary devices that make comprehension challenging for students with dyslexia.

45



Novels in Verse - Titles

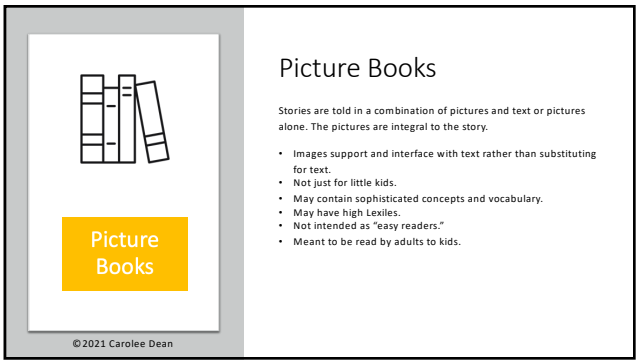
The Crossover by Kwame Alexander

Home of the Brave by Katherine Applegate

Love That Dog by Sharon Creech

May B. by Caroline Starr Rose

46

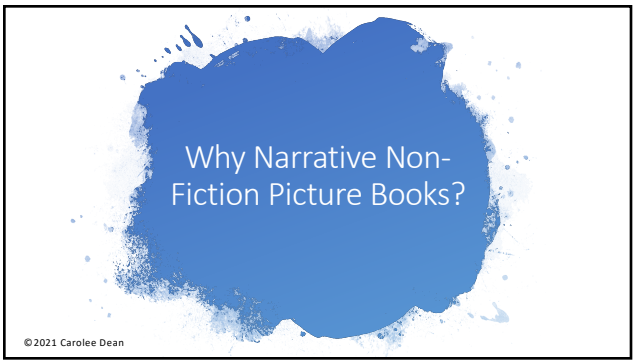


Picture Books

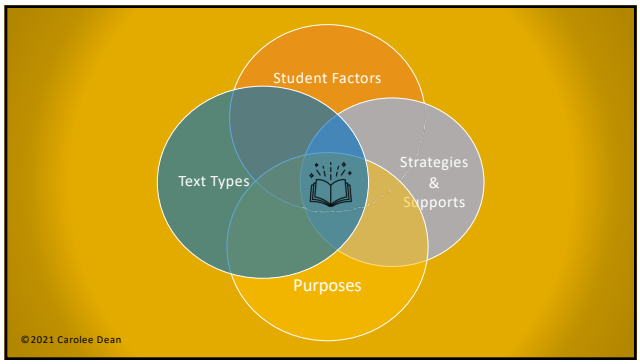
Stories are told in a combination of pictures and text or pictures alone. The pictures are integral to the story.

- Images support and interface with text rather than substituting for text.
- Not just for little kids.
- May contain sophisticated concepts and vocabulary.
- May have high Lexiles.
- Not intended as "easy readers."
- Meant to be read by adults to kids.

47

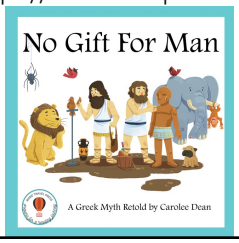


48



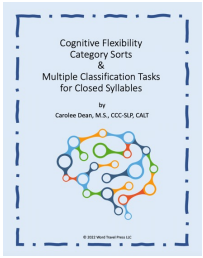
49

FREE Activities Based on the Decodable Book *No Gift for Man* on the next 15 slides. Find COR Instruction under the Resources Tab at https://wordtravelpress.com



50

Cognitive Flexibility



51

Phonological Categories

Example of Completed Category Sort #1 (from Word Set #1)

/ă/	/ŏ/
cat	hog
bass	trot
clap	dog
rat	fox
flap	hop
grab	drop

52

Semantic Categories

Example of Completed Category Sort #2 (from Word Set #1)

Animals	Actions
cat	clap
bass	flap
hog	trot
fox	grab
rat	hop
dog	drop

53

Story Analysis for

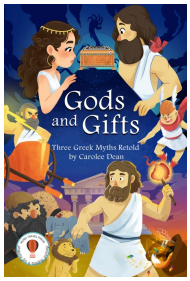
The Creation of Man
A Greek Myth Told in Three Parts
By Carolee Dean, M.S., CCC-SLP, CALT

Based on Books 1,2,3 from Set 1 of the HOT ROD series

Story Frames for Teaching Literacy
Enhancing Student Learning Through the Power of Storytelling
Carolee Dean

Inspired by activities from *Story Frames for Teaching Literacy* (Brookes Publishing)

54



Story Frames (Basic Version) – THE CREATION OF MAN by Carolee Dean

Ordinary World	Call & Response	Problem & Prize	Plan
The war between the Titans and the Olympians ended and Zeus was getting a little bored.	Zeus asked Prometheus and his brother, Epimetheus, to fill the world with living creatures. They agreed to take on the task.	Epimetheus gave away all the gifts to the animals and there was nothing left for man.	Prometheus wanted something special for mankind, so he planned to steal fire from Mount Olympus.
Attempt or Event	**Attempt or Event**	**Climax**	**Reward**
Prometheus took a small bit of fire from Mount Olympus and hid it in a plant. He shared the gift of fire with humans. They could keep warm and heat their food.	Zeus chained Prometheus to a rock as punishment for stealing fire. Then the gods got revenge on mankind by making Pandora and giving her to Epimetheus as a bride.	As a wedding gift, the gods gave Pandora a box and told her never to open it. When she finally did, all sorts of evil things came out like war, disease, and sickness.	The last "gift" in the box was hope. It kept mankind going in spite of the evils that came out of the box. Eventually, Heracles freed Prometheus.
Vocabulary	**People & Places**	**Conjunctions**	**Transitions**
forethought afterthought create present gift fragment indignant antagonistic	punishment revenge splendid tempest	Epimetheus (Ep-o-ME-thē-os) Olympus (ō-LYM-pas) Olympians (ō-LIM-pē-ans) Pandora (pan-DOR-a) Prometheus (pro-ME-thē-as) Titans (TI-tans) Vulcan (VUL-kan) Zeus (zoo)	and although but before yet after or unless so while then where because even if when	first eventually next consequently last surprisingly in addition finally as a result

©2022 Word Travel Press LLC - based on activities from Story Frames for Teaching Literacy (Brookes Publishing, 2021)

55

Feel the Beat
based on *No Gift for Man*
by Carolee Dean

Directions: Read the lines of poetry below.
1. Underline each stressed beat following the pattern in the first line.
2. Read this segment of the poem and exaggerate the stressed words by saying them longer, louder, and with a slightly higher pitch.
3. Read the lines of poetry again, but this time in your normal voice.

Can you still feel the beat?

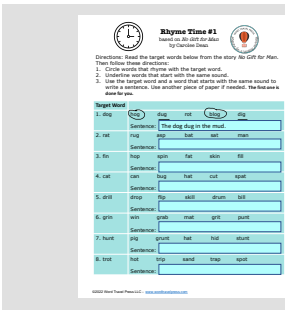
If not, try reading the poem like a robot with every word getting the same stress. Then read the poem again with stress.

Excerpt from *No Gift for Man* (Set 1, Book 1 – The HOT ROD series)

A gift for the dog.
A gift for the cat.

Prosody and Fluency

56



Rhyme Time #1
based on *No Gift for Man*
by Carolee Dean

Directions: Read the target words below from the story *No Gift for Man*. Then follow these directions:
1. Circle words that rhyme with the target word.
2. Underline words that start with the same sound.
3. Use the target word and a word that starts with the same sound to create a sentence. Use another piece of paper if needed. **The first one is done for you.**

Target Word					
1. dog	log	dug	rot	blog	dig
Sentence:	The dog dug in the mud.				
2. rat	rug	asp	bat	sat	man
Sentence:					
3. fin	hop	spin	fat	skin	fill
Sentence:					
4. cat	can	bug	hat	cut	spat
Sentence:					
5. drill	drop	flip	skill	drum	bill
Sentence:					
6. grin	win	grab	mat	grit	punt
Sentence:					
7. hunt	jog	grunt	hat	hoi	stunt
Sentence:					
8. trot	hot	trip	sand	trap	spot
Sentence:					

©2022 Word Travel Press LLC - www.wordtravelpress.com

Phonological Awareness

57

Morpho Mania
based on *No Gift for Man*
by Carolee Dean

Pro – Latin Prefix: **before, forward, for, forth, first**

In the story *No Gift for Man*, Prometheus was a Titan whose name meant forward thinking. Study how the prefix PRO is used in the words below and then follow the links to complete the Morpho Match games:
MORPHO MATCH #1 MORPHO MATCH #2

Note: Observe how sometimes the o in PRO sounds open/long and sometimes it sounds closed/short.

Word	Meaning
profess	To speak **forth** or declare. -I will *profess* my love for him.
pro and con	**for** and against -He made a list of *pros and cons*.
propel	to push or move **forward** -Kick your legs to *propel* yourself through the water.
propellant	A fuel that pushes something **forward** -Which *propellant* should we use for our rocket?
product	something produced or brought **forth** -They are selling a brand-new *product*.
protect	to shield from danger **before** something happens. -He got a shot to *protect* himself from the flu.
progress	movement in a **forward** direction. -He is making *progress* on his report.
pronoun	A word that stands **for** a noun: *I, he, she, you, it, they* Try to replace her name with a *pronoun*.

©2022 Word Travel Press LLC - www.wordtravelpress.com

Morphology

58

WOW Vocabulary
based on *No Gift for Man*
by Carolee Dean

Explore the Wonder of Words with these animal names from the story *No Gift for Man*.

1. Study the list below.
2. Use the words to complete the crossword puzzle found at:

VOCABULARY CROSSWORD PUZZLE

Word	Meaning
asp	a poisonous snake
drill	A type of baboon
basset	a breed of hound dog
jackal	a wild dog
linnet	a small songbird
siskin	a small yellow bird
falcon	A large bird of prey
kestrel	A small falcon

©2022 Word Travel Press LLC - www.wordtravelpress.com

Vocabulary

59

Sentence Construction

Sentence Construction #3
Identifying Complete Sentences
based on *No Gift for Man*
by Carolee Dean

A complete sentence requires two things: a SUBJECT (WHO or WHAT is doing)
+ a PREDICATE (WHAT they are doing).

Then follow these directions:
1. Read each line below. Is it a complete sentence? Circle YES or NO.
2. If NO – circle SUBJECT or PREDICATE (help) to show what is missing.
Play the online Whack-a-Mole game

Line of Verse	Complete Sentence		What's Missing?	
1. Kes-trel, fal-con.	yes	no	subject	predicate
2. The fox can hunt.	yes	no	subject	predicate
3. A gift for the rat.	yes	no	subject	predicate
4. Ran fast.	yes	no	subject	predicate
5. The bat can drop.	yes	no	subject	predicate
6. One got silk.	yes	no	subject	predicate
7. The pug can smell.	yes	no	subject	predicate
8. The bass got a fin.	yes	no	subject	predicate
9. Can hunt.	yes	no	subject	predicate
10. Jac-kal, lin-net.	yes	no	subject	predicate

©2022 Word Travel Press LLC - www.wordtravelpress.com

60

References

- Cain, K. (2016). Reading comprehension development and difficulties: An overview. *Perspectives on Language and Literacy,* 42(2), 9-16.
- Duke, N. K., & Cartwright, K. B. The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. *Reading Research Quarterly*, 56, S25-S44. https://doi.org/10.1002/rrq.411
- Eberhardt, N.C. (2013). Syntax: Somewhere between words and text. *Perspectives on Language and Literacy*. 43-49.
- Fisher, D., & Frey, N. (2008). Better learning through structured teaching: A framework for the gradual release of responsibility. Alexandria, VA: ASCD.
- Khan, K., Nelson, K., & Whyte, E. (2014). Children choose their own stories: The impact of choice on children's learning of new narrative skills. *Journal of Child Language*, 41, 949–962.
- Nippold, M.A., Duthie, J.K., & Larsen, J. (2005). Literacy as a leisure activity: Free-time preferences of older children and young adolescents. *Language, Speech, and Hearing Services in Schools*. 36, 93-102
- Scott, C.M., & Balthazar, C. (2013). The role of complex sentence knowledge in children with reading and writing difficulties. *Perspectives on Language and Literacy*. 39 (3), 18-26.

©2021 Carolee Dean

61

References (continued)

- Nelson, N.W. (2013). Syntax development in the school-age years: Implications for assessment and intervention. *Perspectives on Language and Literacy*, 39(3), 9-15.
- Pugh, A., Kearns, D., & Hiebert, E. H. (2023). Text types and their relations to efficacy in beginning reading instruction. *Reading Research Quarterly, 58*(4), 710-732. https://doi.org/10.1002/rrq.513
- Shanahan, T. (2019). Why children should be taught to read with more challenging texts. *Perspectives on Language and Literacy*, 45 (4), 17-23.
- Schultz, J. (2011). *Nowhere to hide: Why kids with ADD and SL hate school and what we can do about it.* San Francisco, CA: Jossey-Bass.
- Ukrainetz, T. (1998). Stick writing stories: A quick and easy narrative representation strategy. *Language, Speech, and Hearing in Schools*, 29, 197-206.
- Ukrainetz, T. A. (2019). Sketch and speak: An expository intervention using note-taking and oral practice for children with language-related learning disabilities. *Language, Speech, and Hearing in Schools*, 50, 53-70.
- Wexler, N. (2019). The Knowledge Gap: The Hidden Cause of America's Broken Education System- And How to Fix It. New York, NY: Avery.

©2021 Carolee Dean

62

Resources Tab on Web Page

Word Travel Press Home Page

- **Decodable Books** – List of Decodable Book Publishers
- **COR Instruction** – Free activities for Phonological Awareness, Vocabulary, Cognitive Flexibility and more
- **Teacher Resources** – Scroll to the bottom for a list of narrative non-fiction picture books

63

Questions

Word Travel Press Home Page

Questions OR Comments?
caroleedean@gmail.com

Connect at
- https://www.facebook.com/CaroleeDeanAuthor
- https://twitter.com/CaroleeJDean
- https://www.instagram.com/caroleedean/
- http://www.linkedin.com/in/carolee-dean-87740820a

Website: https://www.wordtravelpress.com

Blog: https://caroleedeanbooks.blogspot.com

Newsletter: Sign up for the newsletter on the website homepage or click X to continue viewing website resources.

©2024 Carolee Dean

64