



THE UNIVERSITY OF TEXAS AT AUSTIN

References & Resources

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Resources for the Reading Teacher

NOTE: The following lists of assessments, books, and Web sites are provided as examples to the reader. These items are not endorsed by the authors of this book nor their sponsors. The list is not exhaustive, and many measures and materials that may be very useful to the reader may be missing from this list. The reader is urged to investigate several sources before selecting any materials.

SCREENING MEASURES

AIMSweb assessment system (oral reading fluency and maze tests). Information available at <http://www.edformation.com/aimswweb.htm>, info@edformation.com, 1-888-944-1882, or 320-245-2401.

Good, R. H., & Kaminski, R. (2003). *Dynamic indicators of basic early literacy skills* (6th ed.). Longmont, CO: Sopris West. Information available at <http://www.sopriswest.com> or <http://dibels.uoregon.edu>

Hammill, D. D., Wiederholt, J., & Allen, E. A. (2006). *Test of silent contextual reading fluency*. Austin, TX: Pro-Ed.

Mather, N., Hammill, D. D., Allen, E. A., & Roberts, R. (2004). *Test of silent word reading fluency*. Austin, TX: Pro-Ed.

Reading fluency monitor. (2003). St. Paul, MN: Read Naturally. Information available at <http://www.readnaturally.com>

Torgesen, J. K., Wagner, R., & Rashotte, C. A. (1999). *Test of word reading efficiency*. Austin, TX: Pro-Ed.

DIAGNOSTIC MEASURES

Phonics/Decoding & Spelling

Assessing reading: Multiple measures for kindergarten through eighth grade. Consortium on Reading Excellence. Information available at <http://www.corelearn.com> or 888-249-6155.

Cunningham, P. M. (1990). Names test: A quick assessment of decoding ability. *Reading Teacher, 44*, 124–129.

Duffelmeyer, F. A., Kruse, A. E., Merkley, D. J., & Fyfe, S. A. (1994). Further validation and enhancement of the names test. *Reading Teacher, 48*, 118–128.

Hasbrouck, J. E. (2006). *Quick phonics screener (QPS)*. St. Paul, MN: Read Naturally. Information available at <http://www.readnaturally.com> or 1-800-788-4085.

Roswell-Chall diagnostic reading test of word analysis skills. Cambridge, MA: Educators Publishing Service. Information available at <http://www.epsbooks.com> or 1-800-225-5750.

Fluency

AIMSweb assessment system (oral reading fluency and maze tests). Information available at <http://www.edformation.com/aimswweb.htm>, info@edformation.com, 888-944-1882, or 320-245-2401.

Good, R. H., & Kaminski, R. (2003). *Dynamic indicators of basic early literacy skills* (6th ed.; K–6). Longmont, CO: Sopris West. Information available at <http://dibels.uoregon.edu>

Hammill, D. D., Wiederholt, J., Allen, E. A. (2006). *Test of silent contextual reading fluency*. Austin, TX: Pro-Ed.

Mather, N., Hammill, D. D., Allen, E. A., & Roberts, R. (2004). *Test of silent word reading fluency*. Austin, TX: Pro-Ed.

Reading fluency monitor. (2003). St. Paul, MN: Read Naturally. Information available at <http://www.readnaturally.com>

Torgesen, J. K., Wagner, R., & Rashotte, C. A. (1999). *Test of word reading efficiency*. Austin, TX: Pro-Ed.

Comprehension

Assessing reading: Multiple measures for kindergarten through eighth grade. Consortium on Reading Excellence. Information available at <http://www.corelearn.com> or 888-249-6155.

Burns, P. C., & Roe, B. D. (2002). *Informal reading inventory preprimer to 12th grade* (6th ed.). Boston: Houghton Mifflin.

Leslie, L., & Caldwell, J. (2002). *Qualitative reading inventory* (QRI-3; 3rd ed.). Allyn & Bacon.

Woods, M. L., & Moe, A. J. (2002). *Analytical reading inventory* (7th ed.) Prentice Hall.

Progress Monitoring Measures

AIMSweb assessment system (oral reading fluency and maze tests). Information available at <http://www.edformation.com/aimsweb.htm>, info@edformation.com, 888-944-1882, or 320-245-2401.

Fuchs, L., Hamlett, C., & Fuchs, D. *Monitoring basic skills progress* (computer tool for progress monitoring in reading and math). Austin, TX: Pro-Ed. Information available at <http://www.proedinc.com> or 800-897-3202.

Good, R. H., & Kaminski, R. (2003). *Dynamic indicators of basic early literacy skills* (6th ed.; K–6). Longmont, CO: Sopris West. Information available at <http://dibels.uoregon.edu>

Hammill, D. D., Wiederholt, J., Allen, E. A. (2006). *Test of silent contextual reading fluency*. Austin, TX: Pro-Ed.

Mather, N., Hammill, D. D., Allen, E. A., & Roberts, R. (2004). *Test of silent word reading fluency*. Austin, TX: Pro-Ed.

Pearson PASeries (grades 3–12). Pearson Education. Information available at <http://paseries.com>

Reading fluency monitor. (2003). St. Paul, MN: Read Naturally. Information available at <http://www.readnaturally.com>

Torgesen, J. K., Wagner, R., & Rashotte, C. A. (1999). *Test of word reading efficiency*. Austin, TX: Pro-Ed.

BOOKS

Baumann, J. F., & Kame'enui, E. J. (2003). *Vocabulary instruction: Research to practice*. New York: Guilford.

Beck, I. L., & McKeown, M. G. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.

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- Carnine, D., Silbert, J., & Kameenui, E. J. (2004). *Direct instruction reading* (4th ed.). Columbus, OH: Merrill.
- CORE reading research anthology: The why? of reading instruction*. Consortium on Reading Excellence. Information available at <http://www.corelearn.com> 888-249-6155.
- CORE teaching reading sourcebook: For kindergarten through eighth grade*. Consortium on Reading Excellence. Information available at <http://www.corelearn.com> or 888-249-6155.
- Curtis, M. E., & Longo, A. M. (1999). *When adolescents can't read*. Cambridge, MA: Brookline.
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WEB SITES

Center for Academic and Reading Skills (CARS) at the University of Texas Health Science Center
Houston: <http://cars.uth.tmc.edu>

Center for Applied Linguistics: <http://www.cal.org>

Center on Instruction (collection of scientifically based research and information on K–12 instruction in reading, math, science, special education, and English language learning):
<http://www.centeroninstruction.org>

National Center on Student Progress Monitoring (evaluations of progress monitoring assessments):
<http://www.studentprogress.org>

Florida Center for Reading Research (descriptions and evaluations of programs): <http://www.fcrr.org>

International Reading Association: <http://www.reading.org>

National Reading Panel: <http://www.nationalreadingpanel.org>

Reading Next: A Vision for Action and Research in Middle and High School Literacy, a report to Carnegie Corp. of New York: <http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf>

Teaching LD Current Practice Alerts: http://www.dldcec.org/ld_resources/alerts

U.S. Department of Education's No Child Left Behind homepage: <http://www.ed.gov/nclb/landing.jhtml>

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin:
<http://www.texasreading.org>

What Works Clearinghouse (evaluations of the effectiveness of interventions):
<http://www.whatworks.ed.gov>

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School:
<http://www.all4ed.org/publications/WritingNext/index.html>