**MAR Spring Mixer 2015 Resources**

**Attendees:** Joan Sax-Bendix, Deb Peterson, Lisa Rowley, Jonell Pacyga, Karen Moroz, Chris Johnson, and Lisa Krall

**Reading and Language Arts Undergraduate/Graduate Resources**

* McLaughlin, M. & Overturf, B. (2013). *The Common Core: Teaching k-5*

*students to meet the Common Core*. ILA <http://www.reading.org/general/Publications/Books/BK815.aspx>

* Marzano, R. (2009) *Teaching basic advanced vocabulary.* ASCD

<http://www.ascd.org/Publications/Books/Overview/Teaching-Basic-and-Advanced-Vocabulary.aspx>

* Moskal, M.K & Kenneman, A.F. (2011). *Literacy leadership to support reading*

*improvement*. Guilford <http://www.guilford.com/books/Literacy-Leadership-to-Support-Reading-Improvement/Moskal-Keneman/9781609184872>

* Lesaux, N. & Marrietta, S.H. (2011). *Making assessment matter: Using test*

*results to differentiate reading instruction*. Guilford SUMMER BOOK CLUB MAR/MCRR/ MRA <http://www.guilford.com/books/Making-Assessment-Matter/Lesaux-Marietta/9781462502462>

* Gunning, T. (2005). *Creating literacy instruction for all students* (5th edition-

currently at 8th edition). Pearson <http://www.pearsonhighered.com/educator/product/Creating-Literacy-Instruction-for-All-Students-8E/9780132685795.page>

* McCarney, S.B, Wunderlich, K.C. (2006). *Teacher’s resource guide: The staff*

*development guide to the most common learning and behavior problems encountered in the educational environment.* (2nd edition- currently a 4th edition). Columbia, MO: Hawthorne Educational Services, Inc. <http://www.hawthorne-ed.com/pages/resources/r2.html>

**Online Reading**

* Leu, D.J., Forzani, E, Kennedy, C. (2015). Income inequality and the online

reading gap: Teaching our way to success with online research and comprehension. *The Reading Teacher,* 68 (6), 422-427.

**Technology Resources**

* Google Docs to monitor student writing and to provide feedback. <https://www.google.com/docs/about/>
* Evernote for note-taking <https://evernote.com/>
* Hamaguchi Apps for Speech, Language, and Auditory Development <http://www.hamaguchiapps.com/Charitable_Giving.html>
* Newsela Nonfiction Literacy and Current Events <https://newsela.com/>
* Google Translate (translate texts to other languages) <https://translate.google.com/>
* Pinterest (collect resources in on area) <https://www.pinterest.com/>
* Edutopia (educational resources) <http://www.edutopia.org/>
* Teaching Channel (educational resources and videos) <https://www.teachingchannel.org/>

**Neurology and Learning** (Resources challenging Learning Styles, Multiple Intelligences, Right and Left Brain Issues)

* Neuromyths by Brain Facts <http://www.brainfacts.org/neuromyths/>
* Dr. Daniel Willingham AFT Ask the Cognitive Scientist <http://www.aft.org/periodical/american-educator/fall-2006/ask-cognitive-scientist>

**Vocabulary**

* Snell, E.K, Hindman, A.H., & Wasik, B.A. (2015). How can book reading close

the word gap? Five key practices from research. *The Reading Teacher, 68 (7)*, 560-571

* Dr. William Nagy- Academic Language <http://spu.edu/academics/school-of-education/graduate-programs/graduate-faculty-staff/nagy-william>
* Graves, M. et al. (2014). Words, words everywhere, but which ones do we teach? *The Reading Teacher, 67 (5),* 333-345.