



Literacy Collaborative
The Ohio State University
lc.osu.edu

**Literacy Coach
 Training Application**

Application Deadline:
 June 14, 2019

Send two copies of application and required information on pages 11 & 12 to:

Diann Guy (guy.81@osu.edu)
Literacy Collaborative
1100 Kinnear Road, Suite 102
Columbus, OH 43212

Name of Literacy Coach Applicant _____

School _____

Address _____

School Telephone _____

Applying for: Primary Training
 Intermediate Training
 Middle Level Training

For office use only.		
(Date and/or check)		
_____	Application received	
_____	Interview completed by _____	
_____	Team Planning _____	Reading Recovery _____ Leveled Literacy Intervention _____
Decision:	Accept _____	Defer one year _____ Reject _____

OHIO STATE TRAINING DATES FOR 2019-2020

Literacy coach training consists of the equivalent of 35 days of course work distributed throughout the year. The training is a blended model consisting of face-to-face meetings at The Ohio State University (1100 Kinnear Rd., Columbus, Ohio) and online learning experiences. The dates are:

PRIMARY SCHEDULE

Online Meetings—

(all-day sessions—times to be communicated to trainees)

Aug. 20, 2019

Sept. 10, 24, 2019

Oct. 8, 22, 2019

Nov. 5, 26, 2019

Dec. 10, 2019

Jan. 7, 21, 2020

Feb. 4, 18, 2020

Mar. 10, 24, 2020

Apr. 7, 2020

May 5, 2020

Face-to-Face Training at 1100 Kinnear Rd.—

Aug. 5-9, 2019

Sept. 30 - Oct. 4, 2019

Jan. 27-31, 2020

Apr. 20-24, 2020

INTERMEDIATE & MIDDLE LEVEL SCHEDULE

Online Meetings—

(all-day sessions—times to be communicated to trainees)

Aug. 22, 2019

Sept. 5, 19, 2019

Oct. 3, 17, 31, 2019

Nov. 7, 26, 2019

Dec. 12, 2019

Jan. 2, 16, 2020

Feb. 13, 27, 2020

Mar. 12, 2020

Apr. 9, 23, 2020

Face-to-Face Training at 1100 Kinnear Rd.—

Aug. 5-9, 2019

Oct. 7-11, 2019

Jan. 27-31, 2020

May 4-8, 2020

Literacy Leadership Team PD: Nov. 4, 2019 or Jan. 9, 2020:

The school literacy team is instrumental in supporting the effective implementation of Literacy Collaborative. Bring your team one of these days to gain tools and learn about collaborative goal-setting, systems thinking, the role of stakeholders, and school culture and climate.

Those in training must have release time from their teaching responsibilities to fully participate in online learning. Literacy coaches must be prepared to attend all scheduled training sessions and be willing to adjust their personal and professional schedules accordingly.

Basic Distance Learning Requirements (see Appendix IV pages AIV-1 thru AIV-12 for complete required materials list):

- Reliable Internet connection (wired connections are typically faster and more reliable than wireless connections)
- Up-to-date desktop or laptop computer (Mac or PC)
- Latest version of Adobe Flash installed
- Latest version of Internet Explorer, Firefox, or Safari
- Install latest AdobeConnect® Add-In.
- USB Headphones & Microphone (we recommend Logitech ClearChat Comfort USB Headset H390—Manufacturer part # 981-000014)
- Webcam (if you do not have a built-in webcam we recommend Logitech HD Pro Webcam C920—Manufacturer part # 960-000764)
- Full HD portable webcam (we recommend Logitech Full HD portable webcam)
- Telephone (it is important to have a backup means of communication for troubleshooting during classes)

Note: We require a live test where each class member attends a brief online session ahead of the first online class to become familiar with the meeting space and to troubleshoot any technical issues. It is important to conduct this test from the location and computer that attendees will use in the actual training class.

You may need to coordinate with your district's network administrator to ensure you can access the meeting web sites.

1/1/2019

PLEASE TYPE OR PRINT NEATLY AND ASSURE
THIS APPLICATION IS COMPLETED IN FULL.

Section 1: School District and Personnel Information

School District/Bldg. _____

Street Address _____

City _____ County _____ State _____ Zip _____

Telephone (____) _____ Fax (____) _____

School District Website _____

List the person responsible for **all fiscal matters**.

Name _____

Title/Position _____

Work Address _____

City _____ State _____ Zip _____

Telephone (____) _____ Fax (____) _____

E-Mail _____

List the person responsible for **implementation** of Literacy Collaborative in the school/
district. (site coordinator).

Name _____

Position _____

Telephone (____) _____ E-Mail _____

Section 2: Literacy Coach and Principal Information

Literacy Coach _____

School _____

School Address _____

City _____ State _____ Zip _____

Telephone (____) _____ Fax (____) _____

School E-Mail _____

Home Address _____

City _____ State _____ Zip _____

Telephone (____) _____ Fax (____) _____

Home E-Mail _____

Current Teaching Assignment: _____

Expected Teaching Assignment for 2019-2020 (teaching daily literacy block required):

The school site where Literacy Collaborative will be implemented:

School _____

Principal _____

School Address _____

City _____ State _____ Zip _____

Telephone (____) _____ Fax (____) _____

Principal E-Mail _____

Please provide the following information about this school, based on expected 2019-2020 enrollments:

Total number of classrooms: K _____ 1st _____ 2nd _____ 3rd _____ 4th _____

5th _____ 6th _____ 7th _____ 8th _____

Current enrollment: K _____ 1st _____ 2nd _____ 3rd _____ 4th _____

5th _____ 6th _____ 7th _____ 8th _____

Total school enrollment: _____

***If a Reading Recovery teacher is selected to train as a literacy coach, please note the following information:

During Year 1, the literacy coach may work as a Reading Recovery or reading teacher as long as he/she teaches the literacy block in a classroom one half day IN ADDITION to his/her one-on-one work with Reading Recovery or reading students. After Year 1, however, the literacy coach will not have sufficient time to fulfill the duties of both programs. Therefore, in subsequent years, the literacy coach cannot serve as a Reading Recovery or remedial reading teacher.

SAFETY NETS

Literacy Collaborative requires that a safety net be in place for K–2 students who are at-risk of reading failure. Literacy Collaborative recommends that every school where Literacy Collaborative is implemented have Reading Recovery services available for first grade students who are at-risk of reading failure. It also highly recommends Leveled Literacy Intervention (LLI), a small group intervention that aligns most closely with classroom instruction, be made available for students at-risk in grades 3–8.

Safety Net for K–2 at-risk students (check one):

_____ Reading Recovery (for first grade students)

List the name(s) of all Reading Recovery teachers who will serve at least four students in one-on-one Reading Recovery lessons each day:

_____ Leveled Literacy Intervention (LLI)

List the name(s) of all teachers who will serve students in small group Leveled Literacy Intervention lessons each day:

_____ Other

Provide name, description and grades appropriate: _____

Safety Net for 3–8 at-risk students (check one):

_____ Leveled Literacy Intervention (LLI)

List the name(s) of all teachers who will serve students in small group Leveled Literacy Intervention lessons each day:

_____ Other

Provide name, description and grades appropriate: _____

COSTS for LITERACY COLLABORATIVE LITERACY COACH TRAINING 2019-2020

Approximate totals for each year are listed below. Fees beyond Year 1 are projections and are subject to change.

Fees paid to Literacy Collaborative	Year 1 Training	Year 2 Training & Implementation	Year 3	Year 4	Year 5 (and beyond)
LC Training Instructional Fee	\$25,260	N/A	N/A	N/A	N/A
LC Site Affiliation Fee*	\$260	\$1,600	\$1,600	\$1,600	\$1,600
Site Visits Fee: 3 days @ \$750/day for Year 2; 1 day @ \$750/day for Year 3 or after (if needed or requested)	N/A	\$2,250 (Fall & Spring; 1.5 days each)	\$750/day (if needed)	\$750/day (if needed)	\$750/day (if needed)
Approximate Fees Paid to Literacy Collaborative	\$25,520	\$3,850	\$2,350	\$2,350	\$2,350

*****All fees subject to change*****

Related Expenses (will vary from school to school):

1. Release time for literacy coach professional development;
2. Ohio State trainer travel expenses for site visit(s) (two visits during Year 1; three days during Year 2; one day during Year 3 and beyond if needed); and

East-Coast Maximum Travel	\$785.00	per person/per day
Franklin County Maximum Travel	\$58.00	per person/per day
In-State (Ohio) Maximum Travel	\$321.00	per person/per day
Mid-West Maximum Travel	\$599.00	per person/per day
North-West Maximum Travel	\$618.00	per person/per day
South-East Maximum Travel	\$600.00	per person/per day
South-West Maximum Travel	\$579.00	per person/per day
Southern Maximum Travel	\$595.00	per person/per day
West-Coast Maximum Travel	\$789.00	per person/per day

3. Literacy coach travel expenses**

- a. Primary: 20 days in Year 1; 6 days in Year 2 and beyond
- b. Intermediate: 20 days in Year 1; 6 days in Year 2 and beyond
- c. Middle Level: 20 days in Year 1; 6 days in Year 2 and beyond

4. Materials:

- a. Primary: approximately \$4,000 (required material list on pages AIV-2 thru AIV-4)
- b. Intermediate: approximately \$5,000 (required material list on pages AIV-5 thru AIV-8)
- c. Middle Level: approximately \$5,000 (required material list on pages AIV-9 thru AIV-12)

5. Graduate Credit: Approx. \$4,000 (4 hours in Year 1); each literacy coach is required to enroll in 4 semester hours (2 hours each in Spring & Summer 2020) during Year 1; tuition fees are paid directly to the OSU Bursar's Office—**NOT TO LITERACY COLLABORATIVE.**

Note: Anyone who has never taken a Graduate Course at OSU will have to apply to the Graduate School as a non-degree student and pay a \$60 non-refundable application fee.

N/A = Not Applicable

* Affiliation fee includes national and Ohio State affiliation, 6 days of professional development, information updates, and administrative support.

** Final invoices **INCLUDE** travel. OSU will **NOT** pro-rate any fees; pre-paid travel expenses will **NOT** be reimbursed by OSU.

For discounts on Columbus, OH area hotel and car rental, refer to <http://www.lcosu.org> or call 1-800-678-6486.

Note: Registration cancelled prior to or on the first training day of the first training week is subject to a full refund. Registration cancelled on the second training day of the first training week or later results in no refund of affiliation fees and no pro-rating of instructional fees. If you have any questions, please contact Marsha Levering at levering.1@osu.edu.

Section 3: Assurances

Directions: Please read the following assurances carefully and obtain the appropriate signatures below.

Literacy Collaborative at The Ohio State University is a comprehensive approach to literacy instruction in elementary through middle level grades. Literacy Collaborative highly recommends Reading Recovery as a one-to-one intervention for the most at-risk first grade readers. It also highly recommends Leveled Literacy Intervention (LLI), a small group intervention that aligns most closely with instruction in the classroom and instruction in Reading Recovery.

As a participant in Literacy Collaborative, _____
_____ (school/district) agrees to the following commitments and assigns
_____ (site coordinator) to facilitate the fulfillment of these responsibilities.

Participation in Literacy Collaborative requires a long-term commitment and participation at a high level by virtually all staff members. Professional development, in-class coaching, and assessment of student achievement are hallmarks of the program. School staff members also conduct regular self-assessment of classroom and school implementation to document their progress. In this application, the school staff makes a commitment to an implementation period (see Appendix I).

The signature of the District Superintendent and the School Principal indicate that each:

- Has read this entire document;
- Approves of the application;
- Agrees to support the implementation of The Ohio State University Literacy Collaborative at the school listed on page 4;
- Intends for the district to comply with the assurances listed in this document;
- Understands the requirements/responsibilities as presented in Appendix I; and
- Purchases **ALL MATERIALS** on required list **PRIOR TO** beginning of training (see Appendix IV).

District Superintendent (*Please Print*) _____

Signature _____ Date _____

School Principal (*Please Print*) _____

Signature _____ Date _____

Part 1: Commitment—Literacy Coach & Administration

The success of Literacy Collaborative depends on the commitment of the literacy coach to fully participate in intensive training at The Ohio State University, guided meetings in the district, and subsequent implementation of Literacy Collaborative in their building/district. Please refer to “The Responsibilities of a Literacy Coach” in Appendix I.

I, the applicant, have read and understand the responsibilities of a literacy coach in The Ohio State University Literacy Collaborative as outlined in Appendix I of this document. I have reviewed the *Literacy Collaborative Standards* (available at: <http://www.lc.osu.edu/standards.html>). I understand that I am committed to implementing this model with my district and at the school listed on page 4.

Literacy Coach

Print Name _____

Signature _____ Date _____

Note: My signature indicates that I have read and understand the *Literacy Collaborative Standards* (available at: <http://www.lc.osu.edu/standards.html>).

We nominate and support the above applicant’s involvement in The Ohio State University Literacy Collaborative and agree to follow the requirements as outlined in Appendix I.

District Superintendent

Print Name _____

Signature _____ Date _____

Note: My signature indicates that I have read and understand the *Literacy Collaborative Standards* (available at: <http://www.lc.osu.edu/standards.html>).

Building Principal

Print Name _____

Signature _____ Date _____

Note: My signature indicates that I have read and understand the *Literacy Collaborative Standards* (available at: <http://www.lc.osu.edu/standards.html>).

Person responsible for fiscal matters

Print Name _____

Signature _____ Date _____

Note: My signature indicates that I have read and understand the *Literacy Collaborative Standards* (available at: <http://www.lc.osu.edu/standards.html>).

Part 2: Commitment—Building Staff

Successful implementation of The Ohio State University Literacy Collaborative depends upon an involved and committed staff. The members of the staff clearly understand and be willing to participate in the on-going staff development associated with Literacy Collaborative. The Literacy Collaborative staff development includes:

- Participation in professional development led by the coach during Year 2 (40 contact hours) followed by a 20–hour course in Year 3 and a 10–hour course in years 4 and beyond for in-depth study of literacy teaching and learning.
- Participation in classroom coaching sessions to refine instructional practices.
- Ongoing data collection.
- Potentially serving on the Literacy Team.

Teachers also agree to implement the Literacy Collaborative Framework as appropriate for the students they are teaching. As part of the application process, The Ohio State University Literacy Collaborative staff requests that teachers who agree to participate in the staff development offered by the literacy coach and who agree to implement the Literacy Collaborative Framework sign below.

As an additional support for implementation, the cooperating teacher (the teacher who is sharing a class with the literacy coach during the training year) is expected to attend a portion of the first face-to-face training week with the literacy coach. If the literacy coach is not sharing a class with a teacher, the principal and coach may select another literacy teacher to attend this portion of the training.

I, as a member of _____ School staff, clearly understand and willingly agree to support the implementation of Literacy Collaborative through my participation as outlined above. I have read and understand the *Literacy Collaborative Standards* (Appendix II for K–6: pages AII-1 thru AII-9 & Appendix III for Middle Level: pages AIII-1 thru AIII-8).

Please type or print neatly.

Name of Staff Member

Position

Signature

Section 4: Literacy Coach Application

Note: Application requirements are:

- **A minimum of three (3) years teaching experience at the K–2 grade level for primary applicants, at the 3–5/6 grade level for intermediate applicants, and at 5–8 grade level for middle level applicants.**
- **A master’s degree or its equivalent.**

In addition to the requirements, consider whether the applicant:

- Demonstrates ability to work collaboratively with adult learners
- Considers himself/herself a learner
- Shows commitment to rigorous year-long training and implementation in the second year
- Honors the work of others
- Demonstrates ability to be reflective about literacy theory and practice
- Approaches problem-solving with a positive stance
- Communicates clearly and effectively with students and adults
- Demonstrates flexibility

Please complete the following five parts of this form. This information will be used during the interview process.

Part 1:

- Name of literacy coach applicant: _____

Part 2:

- Attach a complete **resumé** or **VITA**, which must include educational background.

Part 3:

- Describe your **TEACHING EXPERIENCE:**

Part 3 continued:

Part 4:

- Provide a **DESCRIPTION OF YOUR COURSE WORK IN READING/ LANGUAGE ARTS** (include number of undergraduate and graduate courses).

Part 5:

- Describe your **LEADERSHIP EXPERIENCE**.
 - Emphasize the strengths you have in working with adults.
 - Describe how these strengths will support you in providing leadership as a literacy coach within your building and district (i.e., awards/recognition for teaching, experiences with staff development programs, leadership positions in education or in related activities).

Send two copies of application and required information on pages 11 & 12 to:

Diann Guy (guy.81@osu.edu)
Literacy Collaborative
1100 Kinnear Road, Suite 102
Columbus, OH 43212

Appendix I: Responsibilities of a Literacy Coach

Year 1: Literacy Coach Training

1. Participate in 4 weeks of face-to-face training at OSU and all scheduled online sessions.
2. Enroll in four (4) hours of graduate credit from The Ohio State University.
3. Attend and successfully complete assignments associated with training: readings, multiple videotaped lessons, written reflections, guided meetings, various research-based projects, and professional development presentations.
4. Implement The Ohio State University Literacy Collaborative Framework in the same classroom **for at least two and one-half hours per day, five days per week**.
Note: Middle Level schedules will vary.
5. Collect and maintain data on children in accordance with The Ohio State University *Literacy Collaborative Standards* for evaluation.

Year 2: Field Year

1. Develop and implement a long-term staff development program for teachers within one building.
 - a. During Years 2 and beyond, teach a course for **teachers** (40 contact hours during Year 2; 20 contact hours during Year 3; 10 contact hours during Years 4 and beyond); and
 - b. Arrange a schedule to coach all teachers who are members of the class.
2. Work with children in a regular classroom setting **for at least two and one-half hours per day, five days per week**, implementing Literacy Collaborative Framework.
Note: Middle Level schedules will vary.
3. Make presentations on the model to interested groups, including parents and the board of education.
4. Continue data collection and evaluation in accordance with the district and *Literacy Collaborative Standards*.
5. Attend six (6) days professional development sponsored by Literacy Collaborative at The Ohio State University.

Years 3 and beyond

- 1.** Continue staff development as described in the *Literacy Collaborative Standards*.
- 2.** Work with children on a daily basis implementing The Ohio State University Literacy Collaborative Framework.
- 3.** Continue data collection and evaluation in accordance with the district and The Ohio State University *Literacy Collaborative Standards*.
- 4.** Attend six (6) days professional development sponsored by Literacy Collaborative at The Ohio State University each year following the training year.



Literacy Collaborative® K–6 Standards

2	Introduction
3	Definitions
4	Standards for Literacy Collaborative Schools
6	Standards for Literacy Coaches
9	Policy for Requesting a One-Year Exemption from Standards
9	References

Introduction

Literacy Collaborative® is a comprehensive model designed to provide a school-wide approach for improving the reading and writing achievement of students. Literacy Collaborative includes 10 essential design elements:

1. a school leadership team;
2. a school-based literacy coach;
3. initial and ongoing professional development for teachers and literacy coaches;
4. in-classroom coaching for classroom teachers;
5. research-based classroom instructional practices;
6. classroom assessment that informs instruction;
7. materials to support the implementation;
8. multiple levels of intervention to support differentiated classroom instruction (strongly recommended—Reading Recovery® and Leveled Literacy Intervention);
9. a school/home partnership program; and,
10. research on student achievement and implementation.

Schools that implement the model according to the standards described in this document are registered as Literacy Collaborative schools and affiliated with an approved Literacy Collaborative university training center.

Adherence to the following standards is essential to maintaining a high-quality implementation that results in improved student outcomes in literacy achievement.

Definitions

The Literacy Collaborative Standards are intended to inform and support personnel who are responsible for the implementation and maintenance of Literacy Collaborative schools and classrooms.

Standards as outlined in this document are requirements that must be met in order to maintain use of the Literacy Collaborative® trademark. Standards are based on research of effective practice and are essential for assuring quality implementation of Literacy Collaborative. Sites that meet the standards are members of the Literacy Collaborative network.

The **Literacy Collaborative Trademark Committee** is composed of model developers from Lesley University and The Ohio State University. This committee is charged with maintaining the integrity of the model as outlined in these standards, as well as with protecting the investment of educators in implementing Literacy Collaborative.

The trademark for Literacy Collaborative at the primary (K–grade 2) and/or intermediate (grades 3–5/6) is granted by Lesley University and The Ohio State University to schools, district training sites, and university training sites on a royalty-free basis subject to meeting the standards as described in this document. Use of the trademark is subject to annual renewal.

No set of standards can provide for the unique settings of all schools or districts. A procedure for requesting temporary departures from these standards is available at the end of this document.

Year 1- Literacy Coach training year

Year 2- Field year (Literacy Coach leads initial 40-hour professional development)

I. Standards for Literacy Collaborative® Schools

1.1 The school will employ a full-time literacy coach(es) in the school (see Standards for Literacy Coaches).

Rationale: The key delivery system for Literacy Collaborative is a professional development program led by a literacy coach. With a trained literacy coach on site, the school builds capacity for continuous improvement.

1.2 Teachers in the school will successfully complete a minimum of 60 hours of professional development provided by their school-based literacy coach over a two-year period (e.g., 40 hours during Year 1 and 20 hours in Year 2) as defined by the syllabus. This training is recursive until all faculty responsible for teaching literacy (K–2 or 3–5/6) have completed training.

1.3 Teachers in the school will participate in ongoing professional development sessions led by their school-based literacy coach following the initial two-year training. This ongoing training consists of a minimum of 10 hours yearly and is spaced across the school year.

Rationale: Teachers need time for professional development that supports them in taking on new understandings, linking theory to practice, and planning for instruction around student needs, with increased student achievement as a goal. A large body of research has revealed that ongoing teacher training is the critical factor in making a difference in students' learning.

1.4 Teachers in the school will engage with their literacy coach in ongoing, regularly scheduled coaching sessions (14-18 coaching sessions per teacher each year, adjusting for school size).

Rationale: Reflection strengthens instruction. Through coaching with a literacy coach, teachers learn to reflect on the effectiveness of their teaching. Coaching supports classroom teachers as they apply knowledge, develop skills, polish techniques, and deepen their understandings. We recognize that the number of coaching sessions per teacher will depend on the size of school and the number of literacy coaches.

1.5 Teachers in the school will collect, analyze, and use classroom assessment data to inform teaching decisions on a regular basis.

Rationale: Teachers assess students to monitor the effectiveness of their teaching and the implementation of the Literacy Collaborative language and literacy framework. This informs the teachers' instruction, helps them to provide interventions, and equips them with strategies for school improvement.

1.6 The school will ensure that the literacy coach, school leadership team, and classroom teachers collaborate to collect classroom assessment data and assessments required by their district/state. Schools will use this information for school-level program evaluation and to design ongoing professional development. Leadership teams will review school data each year and submit a Fidelity of Implementation report to their university training center by the established due date.

Rationale: An essential part of membership in a research-based project is data collection, analysis, and use. Teachers collect and use data in order to monitor the effectiveness of the Literacy Collaborative implementation.

1.7 Teachers in the school will implement the language and literacy framework for at least 150 minutes of daily instructional time. For schools with half-day kindergarten programs, the standard is 90 minutes.

Rationale: Literacy achievement is linked to the instructional time students spend reading and writing. Two-and-one-half hours of daily instruction in reading and writing through various contexts supports students as readers and writers. In addition, teachers need to apply what they are learning during professional development to achieve deeper understandings and link theory to practice.

1.8 The school will establish and support an active school leadership team that meets monthly to guide and monitor the implementation of Literacy Collaborative. Team members must include the principal/assistant principal and the literacy coach. Additional members may include the reading specialist, a Reading Recovery teacher (primary team), and one classroom teacher per grade level.

Rationale: Educational improvement requires teamwork, a common vision, systemic change, and ongoing professional development.

1.9 The school will inform and educate parents/guardians about Literacy Collaborative and create a school/home partnership to support students' literacy development.

Rationale: Research indicates the importance of home support for literacy learning. Students benefit when parents/guardians read aloud to them and support their reading, writing, and word study. Researchers have found an important relationship between home reading and scores on standardized tests.

1.10 The school will acquire an adequate and varied selection of books and materials to implement all elements of the Literacy Collaborative language and literacy framework. In addition, the school will provide the professional books and materials needed for initial training and ongoing professional development.

Rationale: Oral language development, reading, writing, and word study are the foundations of the Literacy Collaborative language and literacy framework. By engaging students with a variety of well-chosen texts, they will not only learn to love stories and reading, but they will also learn about written language. Reading and writing are interrelated; what is learned in one area makes it easier to learn in the other. Additionally, word study provides the important interplay between writing and reading. The professional books and materials are used extensively by teachers during training sessions to learn about the framework; these materials also serve as a resource for further study.

1.11 It is strongly recommended that the school will provide Reading Recovery® services for first grade and Leveled Literacy Intervention for grades K–5/6.

Rationale: Literacy Collaborative, as a comprehensive literacy reform model, provides for layers of instruction (classroom and intervention) to assure the successful literacy achievement of all students. In addition to good first teaching, multiple layers of intervention are provided that are theoretically aligned and research-based. Literacy Collaborative schools provide systematic small group and individual interventions for students reading below expected levels.

Reading Recovery provides a safety net through one-on-one tutoring for first grade students who are having extreme difficulty in learning to read. Research indicates that Reading Recovery works powerfully in connection with high-quality classroom teaching.

The Leveled Literacy Intervention (LLI) model, as described in *When Readers Struggle: Teaching that Works A–N* (Pinnell & Fountas, 2009) and *When Readers Struggle: Teaching that Works L–Z* (Pinnell & Fountas, in press), have been designed to be the small group intervention for kindergarten through grades 5/6 as it is theoretically consistent with Literacy Collaborative, incorporates data tools, and provides for systematic progress monitoring. LLI has been found to be highly effective with students who struggle with literacy learning and complements the Reading Recovery program as implemented.

Literacy Collaborative training and annual professional development includes in-depth and ongoing study of *When Readers Struggle: Teaching that Works* (Pinnell & Fountas, 2009). Literacy Collaborative schools, with the support of a trained literacy coach (and possibly with the support of Reading Recovery professionals) provide LLI professional development for teachers.

II. Standards for Literacy Coaches

2.1 Qualifications

- 2.1.A The Literacy Coach’s role is a full-time position in the school.**
- 2.1.B The Literacy Coach candidate provides evidence of successful teaching appropriate for his/her assignment.**
- 2.1.C The Literacy Coach candidate will have a master’s degree or equivalent experience.**
- 2.1.D The Literacy Coach candidate will be interviewed and accepted by a university or district training site.**

Rationale: Literacy Collaborative training is rigorous and equivalent to a demanding graduate-level program. As such, it requires a literacy coach candidate who has successful experience with this level of work and a willingness to take on new learning. Further, the literacy coach will serve as a classroom teacher as well as a teacher educator, providing course work and in-class coaching for teachers for which graduate credit may be awarded. These responsibilities comprise a full-time position.

2.2 Training

The goal of the training of a literacy coach is to develop a site-based leader who is instrumental in bringing about systemic change in a school’s literacy program. The opportunities and experiences as outlined by these standards create a unique context for constructing new knowledge and extending understandings.

The in-training literacy coach will:

- 2.2.A Successfully complete the literacy coach training program at a Literacy Collaborative university or district training site. During this training, the literacy coach will:**
 - 2.2.A.1 Teach students in the same classroom for the school year using the Literacy Collaborative language and literacy framework for a minimum of 150 minutes each day at an appropriate grade level (K-2 or 3-5/6).**

Rationale: The demands of the in-training literacy coach role are such that a person needs to be able to provide good models of instruction as well as prepare to coach and train teachers following their training year. Literacy coaches-in-training need consistent and sustained time to link theory to their practice in the classroom and to reflect on those connections, so that paradigm shifts can occur in their understanding.

- 2.2.A.2 Complete required graduate level course work (specific to each university) successfully as defined by these standards. The minimum is 230 contact hours led by Literacy Collaborative trainers across face-to-face and online learning experiences (both synchronous and asynchronous). Guided meetings and site visits are in addition to the minimum.**

Rationale: Through the rigor of graduate-level course work, the literacy coach acquires deep conceptual understandings about the reading and writing processes, about how students and adults learn, and about how to create opportunities for students and adults to learn effectively.

- 2.2.A.3 Participate in a minimum of two site visits with a Literacy Collaborative university or district trainer.**

Rationale: Conceptual knowledge is developed and deepened through conversation about a shared experience. The school visit serves a dual purpose—it provides the shared experience around which coaching, reflection, problem solving, and refinement of classroom practice occur, and it provides the opportunity to support effective school-wide implementation.

2.2.A.4 Work with the school leadership team that meets monthly to guide and monitor the implementation of Literacy Collaborative.

Rationale: Educational improvement requires teamwork, a common vision, systemic change, and ongoing professional development.

2.2.B The trained literacy coach will:

2.2.B.1 Provide school-based initial training for no more than 10 teachers with a minimum of 60 contact hours within a two-year period (e.g., 40 hours during the field year, 20 hours the following year) and provide regularly scheduled in-class coaching sessions for teachers an average of twice every month.

Rationale: Taking on new learning of the elements of the Literacy Collaborative language and literacy framework is a complex process requiring time for instruction, practice, and reflection. Teachers need support as they engage in this new learning; a maximum of 10 teachers in a class ensures sufficient time for the literacy coach to coach and support each teacher.

2.2.B.2 Follow the 60 hours of school-based initial training over the first two years with school-based professional development sessions (a minimum of 10 hours spaced across the school year in approximately 2-hour intervals) and provide regularly scheduled coaching sessions for teachers an average of once every month. Cluster coaching in addition to one-on-one coaching may be used beginning in Year 3.

Rationale: A research-based model includes ongoing inquiry that informs designs for instruction. Over time, classroom practices will be refined, thus requiring teachers to receive ongoing professional development so that they can continually update their knowledge and skills. Coaching supports teachers' understandings and their application of new learning.

2.2.B.3 Years 1 and 2: Literacy Coaches teach students in the same classroom daily for the school year using the Literacy Collaborative language and literacy framework for no less than 150 minutes at the appropriate grade level (K–2 or 3–5/6) to continue to develop literacy coach's skills as teachers of students.

Year 3: The teaching done by literacy coaches may be completed in 90 minutes each day, with the classroom assignment changing during the second semester of the school year.

Years 4 and beyond: Teaching can vary to include regular whole class and/or small group leveled reading and guided writing instruction to maintain and develop expertise in classroom teaching and differentiated literacy instruction. This flexibility will allow for additional coaching time as needed. Teaching plans for Years 3 and beyond are designed in collaboration with the university liaison.

Rationale: Literacy coaches need consistent and sustained classroom teaching time to link theory to their practice and to develop the expertise they need to teach others. It is highly recommended that literacy coaches gain a range of experience across the grade levels (primary or intermediate), which may require teaching several different grade levels over time.

2.2.B.4 Plan for and participate in a minimum of two site visits by a district or university Literacy Collaborative trainer during the field year. Site visits are also recommended beyond the field year to support a high quality implementation.

Rationale: Conceptual knowledge is developed through conversation about a shared experience. The school visit serves a dual purpose—it provides the shared experience around which coaching, reflection, problem solving, and refinement of classroom practice occur, and it provides the opportunity to support effective school-wide implementation.

2.2.B.5 Participate in ongoing professional development by attending sessions required by their training site.

Rationale: A research-based model includes ongoing inquiry that informs designs for instruction. Over time, classroom practices will be refined, thus requiring literacy coaches to receive ongoing professional development so that they can continually update teachers' knowledge and skills. This professional development deepens literacy coaches' understandings of all aspects of their role and provides them with current information on research and the national initiative.

2.2.B.6 Provide training for the teachers in the school on the administration, scoring, and analysis of the required and recommended classroom assessments to inform instruction.

Rationale: Because Literacy Collaborative is a research-based project, it is essential that classroom data be collected on every student. To provide reliable information on student progress, the faculty must be trained in systematic assessment procedures. These data are analyzed at the school level by the literacy coach and school staff. The school leadership team uses the results to monitor student progress, to improve instruction, to create an annual school report, and to reach goals for student achievement in literacy.

2.2.B.7 Work monthly with the school leadership team to guide and monitor the implementation of Literacy Collaborative.

Rationale: Educational improvement requires teamwork, a common vision, systemic change, and ongoing professional development.

Policy for Requesting a One-Year Exemption from Standards

These standards are to be used as the basis for planning decisions and for monitoring the status of implementation of Literacy Collaborative. No set of standards can provide for the unique settings of all schools or districts. Therefore, it is possible to apply for a one-year exemption from certain standards when unusual conditions prevail, although an exemption may or may not be granted. In any case, the university training center will work with the local administration to achieve the best implementation possible.

The procedure for requesting exemptions is as follows:

1. Any issues of compliance with standards should first be discussed by the literacy coach and the school-based literacy team.
2. If a decision is made to request an exemption from a standard, a written request should be addressed to the affiliated university training site. The request must include a plan for compliance within one year. Literacy coaches trained by district trainers must discuss the waiver request with the district trainer, who will then submit the request, including a statement of rationale and support from the district trainer, to the affiliated university training site.
3. If the issue cannot be resolved through negotiation between the training site and key persons at the school, the exemption request will be forwarded to the chair of the Literacy Collaborative Trademark Committee accompanied by a letter from the university training site.
4. Final granting or denial of a one-year exemption will be made by the Literacy Collaborative Trademark Committee. This decision will be communicated to all parties by the Trademark Committee.

References

Peterman, R.L., Grehan, A.W., Harrison, L.W., & Dexter, E. (2008). *An Evaluation of the Leveled Literacy Intervention in an Urban District 2005-06*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Peterman, R.L., Grehan, A. W., Gallagher, B. & Dexter, E. (2009). *An Evaluation of the Leveled Literacy Intervention in an Urban District 2007-08*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.



Literacy Collaborative® Middle Level Standards

2	Introduction
3	Definitions
4	Standards for Literacy Collaborative Schools
6	Standards for Literacy Coaches
8	Policy for Requesting a One-Year Exemption from Standards
8	References

Introduction

Literacy Collaborative® is a comprehensive model designed to provide a school-wide approach for improving the reading and writing achievement of students. Literacy Collaborative includes 10 essential design elements:

1. a school-based leadership team;
2. a school-based literacy coach;
3. initial and ongoing professional development for teachers and literacy coaches;
4. in-classroom coaching for literacy teachers;
5. research-based classroom instructional practices;
6. systematic assessment that informs instruction;
7. materials to support the implementation;
8. multiple levels of intervention to support differentiated classroom instruction (strongly recommended—Leveled Literacy Intervention);
9. a school/home partnership program and,
10. research on student achievement and implementation.

Schools that implement the model according to the standards described in this document are registered as Literacy Collaborative schools and affiliated with an approved Literacy Collaborative university training center.

Adherence to the following Standards is essential to maintaining a high quality implementation that results in improved student outcomes in literacy achievement.

Definitions

The Literacy Collaborative Standards are intended to inform and support personnel who are responsible for the implementation and maintenance of Literacy Collaborative schools and classrooms.

Standards as outlined in this document are requirements that must be met in order to maintain use of the Literacy Collaborative® trademark. Standards are based on research of effective practice and are essential for assuring quality implementation of Literacy Collaborative. Sites that meet the standards are members of the Literacy Collaborative network.

The **Literacy Collaborative Trademark Committee** is composed of model developers from Lesley University and The Ohio State University. This committee is charged with maintaining the integrity of the model as outlined in these standards, as well as with protecting the investment of educators in implementing Literacy Collaborative.

The trademark for Literacy Collaborative at the middle level grades 7 and 8 (A middle level may also include grades 5 and 6 in the building) is granted by Lesley University and The Ohio State University to schools, district training sites, and university training sites on a royalty-free basis subject to meeting the standards as described in this document. Use of the trademark is subject to annual renewal.

No set of standards can provide for the unique settings of all schools or districts. A procedure for requesting temporary departures from these standards is available at the end of this document.

Year 1- Literacy Coach training year

Year 2- Field year (Literacy Coach leads initial 40-hour professional development)

I. Standards for Literacy Collaborative® Schools

1.1 The middle level will employ an English/Language Arts teacher as a full time literacy coach who will implement the language and literacy framework for at least 45 minutes of daily instructional time. Two periods of 45 minutes to an hour are recommended to engage in daily reading and writing workshops. It is also recommended that English/Language Arts teachers engage students who are below grade level in small group instruction, guided reading, and writing, at least three days a week.

Rationale: During the training year of the coach she is learning how to implement both the reading and writing workshops. Being able to engage the same group of students in these two workshops daily provides the coach the best opportunity to take transfer what she is learning in the training and apply it to her classroom. Similarly the coach will need ample opportunity to engage in small group instruction with students as she is learning guided reading and guided writing in the training.

1.2 English/Language Arts teachers in the school will successfully complete a minimum of 60 hours of professional development provided by their school-based literacy coach over a two-year period (e.g., 40 hours during Year 1 and 20 hours in Year 2) as defined by the course syllabus. This training is recursive until all faculty responsible for teaching literacy (5/6-8) have completed training. Teachers of content areas will receive 20 hours of initial training.

1.3 English/Language Arts teachers in the school will participate in ongoing professional development with their school-based literacy coach following the initial two-year training. This ongoing training consists of a minimum of 10 hours yearly and is spaced across the school year. Maintaining 20 hours of ongoing professional development is strongly recommended. Teachers of content area will receive ongoing training as needed.

Rationale: Teachers need time for professional development that supports them in taking on new understandings, linking theory to practice, and planning for instruction around student needs, with increased student achievement as a goal. A large body of research has revealed that ongoing teacher training is the critical factor in making a difference in students' learning.

1.4 Teachers in the school will engage with their literacy coach in ongoing, regularly scheduled coaching sessions (14-18 coaching sessions per English/Language Arts teacher each year).

Rationale: Reflection strengthens instruction. Through coaching with a literacy coach, teachers learn to reflect on the effectiveness of their teaching. Coaching supports teachers as they apply knowledge, develop skills, polish techniques, and deepen their understandings.

1.5 Teachers in the school will collect, analyze, and use systematic assessment data for students who are performing below grade level as readers and writers to inform teaching decisions on a regular basis.

Rationale: Teachers assess students to monitor the effectiveness of their teaching and the implementation of the Literacy Collaborative language and literacy framework. This informs teachers' instruction, helps them to provide interventions, and equips them with strategies for school improvement.

1.6 The school will ensure that the literacy coach, school leadership team, and literacy teachers collaborate to collect assessment data and assessments required by their district/state. Schools will use this information for school-level program evaluation and to design ongoing professional development. Leadership teams will review school data each year and submit a Fidelity of Implementation report to their university training center by the established due date.

Rationale: An essential part of membership in a research-based project is data collection, analysis, and use. Teachers collect and use data in order to monitor the effectiveness of the Literacy Collaborative implementation.

1.7 English/Language Arts teachers in the school will implement the language and literacy framework for at least 45 minutes of daily instructional time. Two periods of 45 minutes to an hour are recommended to engage in a daily reading and writing workshop. It is also recommended that English/Language Arts teachers engage students who are below grade level in small group instruction, guided reading, and writing, at least three days a week.

Rationale: Literacy achievement is linked to the instructional time students spend reading and writing. Regular instruction in a reading and writing workshop that includes a variety of instructional components supports students as readers and writers. In addition, teachers need to apply what they are learning during professional development to achieve deeper understandings and link theory to practice.

1.8 The school will establish and support an active school leadership team that meets monthly to guide and monitor the implementation of Literacy Collaborative. Team members must include the principal/assistant principal, literacy coach, and one literacy teacher per grade level. Additional members may include other administrators, content area teacher, or faculty involved with literacy instruction such as the reading specialist, English Language Arts supervisor.

Rationale: Educational improvement requires teamwork, a common vision, systemic change, and ongoing professional development.

1.9 The school will inform and educate parents/guardians about Literacy Collaborative and create a school/home partnership to support students' literacy development.

Rationale: Research indicates the importance of home support for literacy learning. Students benefit when parents/guardians support students' reading and writing. Researchers have found an important relationship between home reading and scores on standardized tests.

1.10 The school will acquire an adequate and varied selection of books and materials to implement all elements of the Literacy Collaborative language and literacy framework. In addition, the school will provide the professional books and materials needed for initial training and ongoing professional development.

Rationale: Oral language development, reading, writing, and word study are the foundations of the Literacy Collaborative language and literacy framework. By immersing students with a variety of well-chosen texts, they will not only learn to love reading, but they will also learn about written language. Reading and writing are interrelated; what is learned in one area makes it easier to learn in the other. The professional books and materials are used extensively during training sessions to learn about the framework and serve as a resource for further study.

1.11 It is strongly recommended that the school will provide Leveled Literacy Intervention.

Rationale: Literacy Collaborative, as a comprehensive literacy reform model, provides for layers of instruction (classroom and intervention) to assure the successful literacy achievement of all students. In addition to good first teaching, multiple layers of intervention are provided that are theoretically aligned and research-based. Literacy Collaborative schools provide systematic small group and individual interventions for students reading below expected levels.

The Leveled Literacy Intervention (LLI) model, as described in *When Readers Struggle: Teaching that Works A–N* (Pinnell & Fountas, 2009) and *When Readers Struggle: Teaching that Works L–Z* (Pinnell & Fountas, in press), have been designed to be the small group intervention as it is theoretically consistent with Literacy Collaborative, incorporates data tools, and provides for systematic progress monitoring. LLI has been found to be highly effective with students who struggle with literacy learning.

Literacy Collaborative training and annual professional development includes in-depth and ongoing study of *When Readers Struggle: Teaching that Works* (Pinnell & Fountas, 2009). Literacy Collaborative schools, with the support of a trained literacy coach provide LLI professional development for teachers.

II. Standards for Literacy Coaches

2.1 Qualifications

- 2.1.A The Literacy Coach’s role is a full-time position in the school.**
- 2.1.B The Literacy Coach candidate provides evidence of successful teaching appropriate for his/her assignment.**
- 2.1.C The Literacy Coach candidate will have a master’s degree or equivalent experience.**
- 2.1.D The Literacy Coach candidate will be interviewed and accepted by a university or district training site.**

Rationale: Literacy Collaborative training is rigorous and equivalent to a demanding graduate-level program. As such, it requires a literacy coach candidate who has successful experience with this level of work and a willingness to take on new learning. Further, the literacy coach will serve as a classroom teacher as well as a teacher educator, providing course work and in-class coaching for teachers for which graduate credit may be awarded. These responsibilities comprise a full-time position.

2.2 Training

The goal of the training of a literacy coach is to develop a site-based leader who is instrumental in bringing about systemic change in a school’s literacy program. The opportunities and experiences as outlined by these standards create a unique context for constructing new knowledge and extending understandings.

The in-training literacy coach will:

- 2.2.A Successfully complete the literacy coach training program at a Literacy Collaborative university or district training site. During this training, the literacy coach will:**

- 2.2.A.1 The middle level will employ an English/Language Arts teacher as a full time literacy coach who will implement the language and literacy framework for at least 45 minutes of daily instructional time. Two periods of 45 minutes to an hour are recommended to engage in daily reading and writing workshops. It is also recommended that English/Language Arts teachers engage students who are below grade level in small group instruction, guided reading, and writing, at least three days a week.**

Rationale: The demands of the in-training literacy coach role are such that a person needs to be able to teach the same group of students to affect change over time as well as coach and train teachers. Literacy coaches-in-training need consistent and sustained time to link theory to their practice in the classroom for paradigm shifts to occur and to reflect on that link.

- 2.2.A.2 Complete required graduate level course work (specific to each university) successfully as defined by these standards. The minimum is 230 contact hours led by Literacy Collaborative trainers across face-to-face and online learning experiences (both synchronous and asynchronous). Guided meetings and site visits are in addition to the minimum.**

Rationale: Through the rigor of graduate-level course work, the literacy coach acquires deep conceptual understandings about the reading and writing processes, about how students and adults learn, and about how to create opportunities for students and adults to learn effectively.

- 2.2.A.3 Participate in a minimum of two site visits with Literacy Collaborative trainers during the in-training year and during the field year.**

Rationale: Conceptual knowledge is developed and deepened through conversation about a shared experience. The school visit serves a dual purpose—it provides the shared experience around which coaching, reflection, problem solving, and refinement of classroom practice occur, and it provides the opportunity to support effective school-wide implementation.

2.2.A.4 Work with the school leadership team that meets monthly to guide and monitor the implementation of Literacy Collaborative.

Rationale: Educational improvement requires teamwork, a common vision, systemic change, and ongoing professional development.

2.2.B The trained literacy coach will:

2.2.B.1 Provide school-based initial training for no more than 10 teachers with a minimum of 60 contact hours within a two-year period (e.g., 40 hours during the field year, 20 hours the following year) and provide regularly scheduled in-class coaching sessions for teachers an average of twice every month.

Rationale: Taking on new learning of the elements of the Literacy Collaborative language and literacy framework is a complex process requiring time for instruction, practice, and reflection. Teachers need support as they engage in this new learning; a maximum of 10 teachers in a class ensures sufficient time for the literacy coach to coach and support each teacher.

2.2.B.2 Follow the 60 hours of school-based initial training over the first two years with school-based professional development sessions (a minimum of 10 hours spaced across the school year in approximately 2-hour intervals) and provide regularly scheduled coaching sessions for teachers an average of once every month. Cluster coaching in addition to one-on-one coaching may be used beginning in Year 3. 20 hours of ongoing professional development is strongly recommended.

Rationale: A research-based model includes ongoing inquiry that informs designs for instruction. Over time, classroom practices will be refined, thus requiring teachers to receive ongoing professional development so that they can continually update their knowledge and skills. Coaching supports teachers' understandings and their application of new learning.

2.2.B.3 Teach students daily for the school year using the Literacy Collaborative language and literacy framework for no less than one 45-minute period at the appropriate grade level (5-8) to continue to develop their skills in literacy. Two periods of 45 minutes to an hour are highly recommended to engage in daily reading and writing. This should include an opportunity to teach students who are below grade level at least three times a week in small group work, guided reading, and guided writing.

Rationale: Literacy coaches need consistent and sustained classroom teaching time to link theory to their practice and to develop the expertise they need to teach others.

2.2.B.4 Plan for and participate in a minimum of two site visits by Literacy Collaborative trainers during the field year. Site visits are also recommended beyond the field year to support a high quality implementation.

Rationale: Conceptual knowledge is developed through conversation about a shared experience. The school visit serves a dual purpose—it provides the shared experience around which coaching, reflection, problem solving, and refinement of classroom practice occur, and it provides the opportunity to support effective school-wide implementation.

2.2.B.5 Participate in ongoing professional development by attending sessions required by their training site.

Rationale: A research-based model includes ongoing inquiry that informs designs for instruction. Over time, classroom practices will be refined, thus requiring literacy coaches to receive ongoing professional development so that they can continually update teachers' knowledge and skills. This professional development deepens literacy coaches' understandings of all aspects of their role and provides them with current information on research and the national initiative.

2.2.B.6 Provide training for the teachers in the school on the administration, scoring, and analysis of the required and recommended assessments to inform instruction for students performing below grade level in reading and writing.

Rationale: Because Literacy Collaborative is a research-based project, it is essential that classroom data be collected on every student. To provide reliable information on student progress, the faculty must be trained in systematic assessment procedures. These data are analyzed at the school level by the literacy coach and school staff. They work together to use the results to monitor student progress, to improve instruction, and to reach goals for student achievement in literacy.

2.2.B.7 Work monthly with the school leadership team to guide and monitor the implementation of Literacy Collaborative.

Rationale: Educational improvement requires teamwork, a common vision, systemic change, and ongoing professional development.

Policy for Requesting a One-Year Exemption from Standards

These standards are to be used as the basis for planning decisions and for monitoring the status of implementation of Literacy Collaborative. No set of standards can provide for the unique settings of all schools or districts. Therefore, it is possible to apply for a one-year exemption from certain standards when unusual conditions prevail, although an exemption may or may not be granted. In any case, the university training center will work with the local administration to achieve the best implementation possible.

The procedure for requesting exemptions is as follows:

1. Any issues of compliance with standards should first be discussed by the literacy coach and the school-based literacy team.
2. If a decision is made to request an exemption from a standard, a written request should be addressed to the affiliated university training site. The request must include a plan for compliance within one year. Literacy coaches trained by district trainers must discuss the waiver request with the district trainer, who will then submit the request, including a statement of rationale and support from the district trainer, to the affiliated university training site.
3. If the issue cannot be resolved through negotiation between the training site and key persons at the school, the exemption request will be forwarded to the chair of the Literacy Collaborative Trademark Committee accompanied by a letter from the university training site.
4. Final granting or denial of a one-year exemption will be made by the Literacy Collaborative Trademark Committee. This decision will be communicated to all parties by the Trademark Committee.

References

Peterman, R.L., Grehan, A.W., Harrison, L.W., & Dexter, E. (2008). *An Evaluation of the Leveled Literacy Intervention in an Urban District 2005-06*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Peterman, R.L., Grehan, A. W., Gallagher, B. & Dexter, E. (2009). *An Evaluation of the Leveled Literacy Intervention in an Urban District 2007-08*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Appendix IV: Required Materials Lists

The following pages contain required materials lists. **ALL MATERIALS** on appropriate required list **MUST** be purchased **PRIOR TO** beginning of training.

1. **Primary** pages AIV-2 to AIV-4
2. **Intermediate** pages AIV-5 to AIV-8
3. **Middle Level** pages AIV-9 to AIV-12

2019-2020 PRIMARY BOOK LIST

REQUIRED PROFESSIONAL TEXTS & RESOURCES	SUPPLIER	QTY	BND	\$ AUTHOR	ISBN
About the Authors: Writing Workshop with Our Youngest Writers	Heinemann	1	P	\$29.00	978-0-325005-11-9
An Observation Survey, 3rd Edition	Heinemann	1	P	\$29.50	978-0-325049-01-4
Benchmark Assessment System 1, Grades K-2, levels A-N	Heinemann	1	P + Bundle	\$388.00-\$425.00	Fountas & Pinnell
Guiding K-3 Writers to Independence: The New Essentials	KEEP BOOKS	1	P	\$28.00	Scharer & Pinnell
Guided Reading 2nd Edition	Heinemann	1	P	TBD	Fountas & Pinnell
How's It Going?	Selections Book Fairs	1	P	\$30.00	Anderson, C.
Interactive Writing: How Language & Literacy Come Together	Heinemann	1	P	\$35.00	McCarrier, Fountas & Pinnell
Literacy Coaching: The Essentials	Heinemann	1	P	\$25.00	Casey
Powerful Book Introductions: Leading with Meaning for Deeper Thinking	Stenhouse Publishers	1	P	\$30.67	Fay, Moritz, Whaley
Phonics Lessons Bundles Grade K	Heinemann	1		\$149.00	Fountas & Pinnell
Phonics Lessons Bundles Grade 1	Heinemann	1		\$160.00	Fountas & Pinnell
Phonics Lessons Bundles Grade 2	Heinemann	1		\$160.00	Fountas & Pinnell
Prompting Guide 1 (online app available)	Heinemann	1		\$24.50	Fountas & Pinnell
Prompting Guide 2 (online app available)	Heinemann	1		\$29.50	Fountas & Pinnell
Readers Notebooks (one per student for coach's classroom)	Heinemann	varies		varies	Fountas & Pinnell
Responsive Literacy: A Comprehensive Framework	Scholastic	1	P	\$36.07	Pat Scharer
Systems for Change in Literacy Education	Heinemann	1	P	\$32.00	Lyons, C. & Pinnell, G.
Talking, Drawing, and Writing	Selections Book Fairs	1	P	\$26.00	Horn, M. & Giacobbe, M.
Teaching for Comprehension and Fluency	Heinemann	1	P	\$49.50	Fountas & Pinnell
The Fountas and Pinnell Literacy Continuum (Expanded Edition)	Heinemann	1	P	\$75.00	978-0-325037-04-2
The Continuum of Literacy Learning Teaching Library K-8	Heinemann	1		\$499.00	Fountas & Pinnell
Word Journeys: Assessment Guided Phonics, Spelling, Vocabulary	Selections Book Fairs	1	P	\$42.00	Gankse, Kathy
Word Sorts and More	Selections Book Fairs	1	P	\$36.00	Gankse, Kathy
RECOMMENDED PROFESSIONAL TEXTS & RESOURCES	SUPPLIER	QTY	BND	\$ AUTHOR	ISBN
A Place for Wonder: Reading & Writing Nonfiction in the Primary Grades	Stenhouse Publishers	1	P	\$20.00	Heard, G.
Choice Words	Selections Book Fairs	1	P	\$12.50	Johnston, P.
Genre Study: Teaching with Fiction & Nonfiction Books Bundle	Heinemann	1	P	\$43.50	Fountas & Pinnell
Guiding Readers & Writers	Heinemann	1	P	\$44.50	Fountas & Pinnell
Teaching Struggling Readers	Heinemann	1	P	\$27.00	Lyons, C.
When Readers Struggle	Heinemann	1	P	\$47.00	Fountas & Pinnell
Word Matters: Teaching Phonics & Spelling in the Reading/Writing Classroom	Heinemann	1	P	\$39.50	Fountas & Pinnell
REQUIRED PICTURE BOOKS USED IN TEACHING LIBRARY	SUPPLIER	QTY	BND	\$ AUTHOR	ISBN
Chester's Way	Selections Book Fairs	1	H	\$13.59	Henkes, Kevin
Grandma's Purple Flowers	Selections Book Fairs	1	P	\$7.16	Burrowes, Adjoa J.
My Best Friend	Selections Book Fairs	1	H	\$12.79	Rodman, Mary Ann
One Tiny Turtle	Selections Book Fairs	1	P	\$5.59	Davies, Nicola
Roller Coaster	Selections Book Fairs	1	H	\$13.59	Fraze, Marla
Sheila Rae, The Brave	Selections Book Fairs	1	P	\$5.59	Henkes, Kevin
Spots, Feathers, and Curly Tails	Selections Book Fairs	1	H	\$13.59	Tafari, Nancy
The Moon	Selections Book Fairs	1	H	\$15.99	Simon, Seymour
The Snowy Day	Selections Book Fairs	1	H	\$13.59	Keats, Ezra Jack
Tops and Bottoms	Selections Book Fairs	1	H	\$14.39	Stevens, J.

REQUIRED LITERATURE COLLECTION BOOKS		SUPPLIER	QTY	BND	\$ AUTHOR	ISBN
Alphabeasties	Selections Book Fairs	Werner, S.	1	H	\$15.99	978-1-934706-78-7
An Egg is Quiet	Selections Book Fairs	Aston, D. H.	1	H	\$13.59	978-0-811844-28-4
Big Fat Hen	Selections Book Fairs	Baker, K.	1	H	\$13.59	978-0-152928-69-8
Bigmama's	Selections Book Fairs	Crews, D.	1	H	\$14.39	978-0-780783-70-6
Binky the Space Cat	Selections Book Fairs	Spires, A.	1	P	\$7.16	978-1-554533-09-1
Borreguita and the Coyote	Selections Book Fairs	Arema, V.	1	P	\$5.59	978-0-613046-25-1
Chalk	Selections Book Fairs	Thomson, B.	1	H	\$12.79	978-0-761455-26-4
City Dog, Country Frog	Selections Book Fairs	Willems, M.	1	H	\$14.39	978-1-423103-00-4
Each Kindess	Selections Book Fairs	Woodson, J.	1	H	\$13.59	978-0-399246-52-4
Enemy Pie	Selections Book Fairs	Munson, D.	1	H	\$12.79	978-0-811827-78-2
Forget-Me-Not	Selections Book Fairs	Hoberman, M.	1	H	\$15.99	978-0-316129-47-3
Girl Wonder	Selections Book Fairs	Hopkinson, D.	1	P	\$6.39	978-1-416913-93-1
Goldilocks and Just One Bear	Selections Book Fairs	Hodgkinson, L.	1	H	\$12.79	978-0-763661-72-4
Goldilocks and the Three Dinosaurs	Selections Book Fairs	Willems, M.	1	H	\$14.39	978-0-062104-18-2
Goin' Somewhere Special	Selections Book Fairs	McKissack, P.	1	H	\$14.39	978-0-606121-66-8
Huff & Puff	Selections Book Fairs	Rueda, C.	1	H	\$10.36	978-1-419701-70-2
Interrupting Chicken	Selections Book Fairs	Stein, D. E.	1	H	\$13.59	978-0-763641-68-9
Just a Minute! A Trickster Tale	Selections Book Fairs	Morales, Y.	1	H	\$12.79	978-0-811837-58-3
Kitten's First Full Moon	Selections Book Fairs	Henkes, K.	1	H	\$14.39	978-0-060588-28-1
"Let's Get a Pup!" Said Kate	Selections Book Fairs	Graham, B.	1	P	\$5.59	978-0-763621-93-3
Lily's Purple Plastic Purse	Selections Book Fairs	Henkes, K.	1	H	\$14.39	978-0-688128-97-5
Love and Roast Chicken	Selections Book Fairs	Knutson, B.	1	H	\$14.36	978-1-575056-57-9
Marc Brown's Playtime Rhymes	Selections Book Fairs	Brown, M.	1	H	\$14.40	978-0-316207-35-5
Me...Jane	Selections Book Fairs	McDonnell, P.	1	H	\$13.60	978-0-316045-46-9
My First Day	Selections Book Fairs	Jenkins & Page	1	H	\$14.39	978-0-547738-51-2
National Geographic Book of Animal Poetry	Selections Book Fairs	Lewis, J. P.	1	H	\$19.96	978-1-426310-09-6
Outside Your Window	Selections Book Fairs	Davies, N.	1	H	\$15.99	978-0-763655-49-5
Owl Babies	Selections Book Fairs	Waddell, M.	1	H	\$12.79	978-1-564021-01-4
Saturdays and Teacakes	Selections Book Fairs	Laminack, Lester	1	H	\$13.56	978-1-561453-03-0
Scaredy Squirrel	Selections Book Fairs	Watt, M.	1	H	\$13.56	978-1-553379-59-1
Shortcut	Selections Book Fairs	Crews, D.	1	H	\$14.39	978-0-688064-36-5
Sophie's Masterpiece: A Spider's Tale	Selections Book Fairs	Spinelli, E.	1	H	\$14.39	978-0-689801-12-9
The Other Side	Selections Book Fairs	Woodson, J.	1	H	\$13.59	978-0-399231-16-2
The Empty Pot	Selections Book Fairs	Demi	1	H	\$14.39	978-0-805012-17-0
The Gingerbread Baby	Selections Book Fairs	Brett, J.	1	H	\$14.39	978-0-399234-44-6
The Gingerbread Man Loose in the School	Selections Book Fairs	Murray, L.	1	H	\$13.59	978-0-399250-52-1
Thunder Cake	Selections Book Fairs	Polacco, P.	1	H	\$14.39	978-0-399222-31-3
The Three Bears	Selections Book Fairs	Barton, B.	1	H	\$13.59	978-0-060204-23-5
The Little Red Hen	Selections Book Fairs	Galdone, P.	1	H	\$12.00	978-0-899193-49-6
The Little Red Hen	Selections Book Fairs	Pinkney, J.	1	H	\$14.39	978-0-803729-35-3
The Little Red Hen Makes a Pizza	Selections Book Fairs	Sturges, P.	1	H	\$13.59	978-0-525459-53-8
The Lotus Seed	Selections Book Fairs	Garland, S.	1	P	\$5.60	978-0-780772-61-8
The Three Pigs	Selections Book Fairs	Wiesner, D.	1	H	\$15.19	978-0-618007-01-1
The True Story of the Three Little Pigs!	Selections Book Fairs	Scieszka, J.	1	H	\$13.59	978-0-670827-59-6
Town Mouse, Country Mouse	Selections Book Fairs	Brett, J.	1	H	\$14.39	978-0-399226-22-9
Where in the Wild?	Selections Book Fairs	Schwartz, D.	1	P	\$7.19	978-1-582462-07-3
Who Lives Here?	Selections Book Fairs	Davies, N.	1	H	\$7.99	978-0-763662-63-9
Z is for Moose	Selections Book Fairs	Bingham, K.	1	H	\$13.59	978-0-060799-84-7
RECOMMENDED LITERATURE COLLECTION BOOKS	SUPPLIER	\$ AUTHOR	QTY	BND	\$	ISBN
Literacy Coach Choice TBD During Training		\$700.00				

REQUIRED BOOKS TO USE ACROSS THE CURRICULUM	SUPPLIER	QTY	BND	\$ AUTHOR	ISBN
Literacy Coach Choice TBD During Training				\$200.00	
REQUIRED GUIDED READING BOOKS	SUPPLIER	QTY	BND	\$ AUTHOR	ISBN
Clean My Teeth! (Level C) Rigby Sails Magenta (6-pack)	Rigby/Houghton Mifflin Harcourt	1 set of 6	P	\$37.50	Windsor, Jo
Elephants (6 pack)	Rigby PM Collection	1 set of 6	P	\$49.15	Randell, B.
Emergency Vehicles (Level K) Rigby PM Plus Turquoise (6-pack)	Rigby/Houghton Mifflin Harcourt	1 set of 6	P	\$49.15	Thompson, Geoff
Frog and Toad Are Friends	Selections Book Fairs	1 set of 6	P	\$19.14	Lobel, Arnold
Henry & Mudge and the Careful Cousin	Selections Book Fairs	1 set of 6	P	\$19.14	Rylant, C.
How Animals Move Around (Level G) Rigby PM Plus Purple (6-pack)	Rigby/Houghton Mifflin Harcourt	1 set of 6	P	\$49.15	Hilvert-Bruce, Aurora
Lions and Tigers (Level K) Rigby PM Collection Turquoise (6-pack)	Rigby/Houghton Mifflin Harcourt	1 set of 6	P	\$49.15	Randall, Beverley
Locked Out (Level G) Rigby PM Platinum Blue (6-pack)	Rigby/Houghton Mifflin Harcourt	1 set of 6	P	\$36.30	Randall, Beverley
Mom (6-pack)	Rigby PM Collection Platinum	1 set of 6	P	\$36.30	Randall, B.
Plop (6-pack)	McGraw-Hill Ryerson	1 set of 6	P	\$47.86	Melser, June
Sally and the Sparrows (6 pack)	Rigby PM Collection	1 set of 6	P	\$36.30	Giles, Jenny
Sam's Picnic (6-pack)	Rigby PM Plus	1 set of 6	P	\$37.50	Randell, B.
The Farm Concert (6-pack)	McGraw-Hill Ryerson	1 set of 6	P	\$70.09	Cowley, Joy
The Hungry Giant (6-pack)	McGraw-Hill Ryerson	1 set of 6	P	\$70.87	Cowley, Joy
Tim's Favorite Toy (Level F) Rigby PM Platinum Blue (6-pack)	Rigby/Houghton Mifflin Harcourt	1 set of 6	P	\$36.30	Giles, Jenny
REQUIRED KEEP BOOKS	SUPPLIER	QTY	BND	\$ AUTHOR	ISBN
Caption Books (CB Big Book Set Quantity)	KEEP BOOKS	1 set of 8	P	\$20.00	Varies
Caption Books (CB Super-Saver Set Quantity)	KEEP BOOKS	1 set of 400	P	\$150.00	Varies
Raccoon Family Adventures 1 (RAC1c-GR Small Group Reading Set Quantity)	KEEP BOOKS	1 set of 48	P	\$60.00	Varies

TECHNICAL MATERIALS LIST-See page 2

SUPPLIERS INFORMATION

Heinemann	www.heinemann.com	1-800-225-5800	PO Box 6926, Portsmouth, NH 03802-6926
Selections Book Fairs, Inc.	www.selectionsbooks.com	1-614-262-0189	3558 North High Street, Columbus, OH 43214
KEEP BOOKS at The Ohio State University	www.Keepbooks.org	1-800-678-6484	1100 Kinnear Road, Columbus, OH 43212
Stenhouse Publishers	www.stenhouse.com	1-800-988-9812	480 Congress St., Portland, ME 04101-3400
Houghton Mifflin Harcourt	www.hmhschool.com	1-800-225-5424	9205 Southpark Center Loop, Orlando, FL 32819
McGraw-Hill Ryerson	www.mhschool.com	1-800-442-9685	220 East Danieldale Road, Desoto, TX 75115
Rigby	www.rigby.com	1-800-289-4490	9205 Southpark Center Loop, Orlando, FL 32819
Logitech	www.logitech.com	1-800-231-7717	6505 Kaiser Drive, Fremont, CA 94555
Amazon	www.amazon.com		
Scholastic	www.scholastic.com	1-800-724-6527 #4	

2019-2020 INTERMEDIATE REQUIRED BOOK LIST

PROFESSIONAL BOOKS	SUPPLIER	QTY	BIND	\$ AUTHOR	ISBN
Awakening the Heart	Heinemann	1	P	\$18.00	978-0-325000-99-0
Benchmark Assessment System 2 (Grades 3-8, Levels L-Z)	Heinemann	1	P+bundle	\$388.00-\$425.00	Fountas & Pinnell varies by edition
Comprehension Through Conversation	Heinemann	1	P	\$17.00	Nichols, Maria 978-0-325007-99-9
Genre Study Suite Bundle	Heinemann	1	P	\$90.00	Fountas & Pinnell 978-0-325044-49-1
Guiding Reading: Responsive Teaching Across the Grade (2nd Edition)	Heinemann	1	P	\$52.00	Fountas & Pinnell 978-0-325-08684-2
Guiding Readers and Writers (Grades 3-6)	Heinemann	1	P	\$44.50	Fountas & Pinnell 978-0-325003-10-8
Mindful of Words: Spelling and Vocabulary Explorations 4-8	Selections	1	P	\$36.00	Kathy Ganske
Opening Minds	Selections	1	P	\$14.00	Johnston, Peter 978-1-571108-16-6
Prompting Guide 1	Heinemann	1	SP	\$29.24	Fountas & Pinnell 978-0-325043-64-7
Prompting Guide 2	Heinemann	1	SP	\$29.50	Fountas & Pinnell 978-0-325028-79-6
Responsive Literacy: A Comprehensive Framework	Scholastic	1	P	\$36.07	Pat Scharer 978-1-38245-62-2
Student Materials: Reader's Notebook Advanced Version Grades 4-8	Heinemann	1	P	\$157.50	Fountas & Pinnell 978-0-325042-88-6
Systems for Change	Heinemann	1	P	\$32.00	Lyons, C. & Pinnell, G. 978-0-325002-82-8
A Teacher's Guide to Writing Conferences: Classroom Essentials	Amazon	1	P	\$22.77	Carl Anderson 978-0-325099-18-7
Teaching for Comprehension and Fluency	Heinemann	1	P	\$49.50	Fountas & Pinnell 978-0-325003-08-5
The Continuum of Literacy Learning PreK-8 (Expanded Edition)	Heinemann	1	P	\$75.00	Fountas & Pinnell 978-0-325060-78-1
The Continuum of Literacy Learning Teaching Library, Book and DVD	Heinemann	1	P	\$499.00	Fountas & Pinnell 978-0-325028-12-5
The Revision Toolbox: Teaching Techniques That Work	Heinemann	1	P	\$23.75	Georgia Heard 978-0-325056-89-0
World Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction	Selections	1	P	\$42.00	Kathy Ganske 978-1-572305-59-5
Word Sorts and More	Selections	1	P	\$36.00	Kathy Ganske 978-1-593850-50-0
INTERACTIVE READ ALOUDS/GENRE STUDY COLLECTION					
Non-Fiction: Expository (Procedural + Persuasive)					
America is Under Attack: September 11, 2001: The Day the Towers Fell	Selections	1	H	\$13.59	Don Brown 978-1-596436-94-7
Can We Save the Tiger?	Selections	1	H	\$13.59	Martin Jenkins 978-0-763849-09-8
If Sharks Disappeared	Amazon	1	H	\$13.33	Lily Williams 978-1-626724-13-6
Just as Good: How Larry Doby Changed America's Game	Amazon	1	H	\$12.61	Chris Crowe 978-0-763850-26-1
Meet the Dogs of Bedlam Farm	Amazon	1	H	\$15.18	John Katz 978-0-805092-19-6
The Case of the Vanishing Honeybees: A Scientific Mystery	Amazon	1	L	\$29.11	Sandra Markle 978-1-467705-92-9
The Giant Squid	Amazon	1	H	\$14.08	Candace Flemming 978-1-596435-99-5
Water Is Water: A Book About the Water Cycle	Amazon	1	H	\$10.98	Miranda Paul 978-1-596439-84-9
Non-Fiction: Narrative					
Big Red Kangaroo	Amazon	1	H	\$16.97	Claire Saxby 978-0-763870-75-7
A Nest is Noisy	Selections	1	H	\$15.19	Dianna Hutts Aston 978-1-452161-35-8
Non-Fiction: Biography, Autobiography, & Memoir					
14 Cows For America	Selections	1	H	\$14.36	Carmen Agra Deedy 978-1-561454-90-7
A Different Pond	Amazon	1	H	\$11.66	Bao Phi 978-1-623708-03-0
A Poem for Peter: The Story of Ezra Jack Keats & the Creation of the Snowy Day	Amazon	1	H	\$13.29	Andrea Davis Pinkey 978-0-425287-68-2
A River of Words: Story of William Carlos Williams	Amazon	1	H	\$13.24	Jen Bryant 978-0-802853-02-8
Coretta Scott	Selections	1	H	\$14.39	Ntozake Shange 978-0-061253-64-5
Crow Call	Amazon	1	H	\$13.35	Lois Lowry 978-0-545030-35-9
Dave the Potter: Artist, Poet, Slave	Amazon	1	H	\$13.46	Laban Carrick Hill 0-316-1073-X
On a Beam of Light: A Story of Albert Einstein	Amazon	1	P	\$6.99	Jennifer Berne 978-1-452152-11-0
Some Writer!: The Story of E. B. White	Amazon	1	H	\$13.29	Melissa Sweet 978-0-544319-59-2
Testing the Ice: A True Story About Jackie Robinson	Selections	1	H	\$14.39	Sharon Robinson 978-0-545052-51-1

Flying Solo	Amazon	1	P	\$5.99	Ralph Fletcher	0-440-41601-9
Heat	Scholastic	1	P	\$7.50	Mike Lupica	978-0-142407-57-8
Little Leaders: Bold Women in Black History	Amazon	1	H	\$12.83	Vashti Harrison	978-0-316475-11-2
Moon Over Manifest	Amazon	1	H	\$13.26	Clare Vanderpool	0-385-73883-5
Onion Juice, Poop, & Other Surprising Sources of Alternative Energy	Capstone Classroom	1	P	\$7.99	Mark Weakland	978-1-429663-47-2
Oragami: Yoda	Amazon	1	P	\$4.99	Tom Angleberger	978-1-419715-17-4
Pump It Up: Respiration and Circulation	Capstone Classroom	1	P	\$8.99	Sieve Parker	978-1-410926-69-2
Shattering Earthquakes, 2nd Edition	Capstone Classroom	1	P	\$7.99	Louise & Richard Spilsbury	978-1-432937-91-1
She Persisted: 13 American Women Who Changed the World	Amazon	1	H	\$13.49	Chelsea Clinton	978-1-524741-72-3
Sweeping Tsunamis, 2nd Edition	Capstone Classroom	1	P	\$7.99	Louise & Richard Spilsbury	978-1-432937-92-8
Thank You, Mr. Faulkner	Amazon	1	H	\$10.05	Patricia Polacco	0-399-23166-8
That Book Woman	Amazon	1	H	\$11.96	Heather Henson	978-1-416908-12-8
Three Stories You Can Read to Your Dog	Amazon	1	P	\$5.99	Sara Swan Miller	0-395-86135-7
The All-Time Best of Sports	Capstone Classroom	1	P	\$35.80	Various Authors	978-1-429663-29-8
The Gold Rush	Capstone Classroom	1	P	\$7.99	Sally Serrzell Isaacs	978-1-403447-72-2
The Scarecrow's Dance	Selections	1	H	\$13.59	Jane Yolen	978-1-416937-70-8
The Westing Game	Amazon	1	P	\$6.00	Ellen Raskin	0-140-38664-5
Thunder Rolling Down the Mountain	Capstone Classroom	1	P	\$7.95	Agnieszka Biskup	978-1-429662-70-3
Word After Word After Word	Amazon	1	H	\$13.59	Patricia McLaughan	0-060-27971-0
World War II: An Interactive History Adventure	Capstone Classroom	1	P	\$6.95	Elizabeth Raum	978-1-429634-57-1
X Games: Action Sports Grab the Spotlight	Capstone Classroom	1	P	\$9.39	Ian Young	978-0-736895-24-8
Young Champions: It's All About Attitude	Capstone Classroom	1	P	\$9.39	Linda Barr	978-0-736857-42-0
Zoom	Amazon	1	H	\$12.68	Isvan Banyai	978-0-140557-74-9
LITERATURE CIRCLE COLLECTION (Each LC will need 5 paperback copies of each title.)	SUPPLIER	QTY	BIND	\$	AUTHOR	ISBN
A Dog Called Homeless	Amazon	5	P	\$6.99	Sarah Lean	978-0-062122-26-1
Angel for Solomon Singer	Selections	5	P	\$27.95	Cynthia Rylant	0-531-07082-6
The Crossover	HMH Books for Young Readers	5	H	\$10.36	Kwane Alexander	978-0-544107-71-7
Echo	Amazon	5	H	\$59.94	Pam Munoz Ryan	978-0-439874-02-1
Hate That Cat: A Novel	Selections	5	P	\$23.95	Sharon Creech	978-0-061430-94-7
Out of My Mind	Amazon	5	P	\$6.25	Sharon Draper	978-1-416971-71-9
Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, & a Spool of Thread	Amazon	5	P	\$7.19	Kate DiCamillo	978-0-763680-89-3
Three Times Lucky	Amazon	5	P	\$7.99	Sheila Turnage	978-0-142426-05-0
Witness	Scholastic Paperbacks	5	P	\$6.90	Karen Hesse	978-0-439272-00-1
Wonder	Amazon	5	P	\$7.87	R.J. Palacio	978-0-375869-02-0

GUIDED READING COLLECTION (Each LC will need 6 copies of each title for Guided Reading.)		SUPPLIER	QTY	BIND	\$ AUTHOR	ISBN
Beethoven Lives Upstairs	Scholastic	6	P	\$4.46 per book	Barbara Nichol	0-590-50830-X
Corrie's Important Decision/LVL RDR LV 6.1.2 LANG SUPP 6PKG 04	Houghton Mifflin Harcourt	6	P	\$34.50	Meish Goldish	978-0-618361-97-7
Fire and Snow: A Tale of the Alaskan Gold Rush (6-pack)	Red Brick Learning	6	P	\$36.70	J. Gunderson	1-598-89741-1
Grandpa's Baseball Card/LVL RDR LEVEL 3.2.1 ABOVE LV 6 PK 04	Houghton Mifflin Harcourt	6	P	\$34.50	Jed Mannheimer	978-0-618358-46-5
I Know, I Know!/LVL RDR LEVEL 4.4.3 ABOVE LV 6PK 04	Houghton Mifflin Harcourt	6	P	\$34.50	Joan FitzGerald Denny	978-0-618362-77-6
Liari: The True Story of David Montimore Baxter (6-pack)	Red Brick Learning	6	P	\$36.70	Karen Tayleur	1-434-20383-2
Lives and Times of J.L. Kraft (6-pack)	Red Brick Learning	6	P	\$48.94	Rebecca Vickers	1-403-46372-7
More Than Anything Else	Scholastic	6	P	\$4.13 per book	Marie Bradby	0-590-10313-X
National Government (6-pack)	Red Brick Learning	6	P	\$48.94	Ernestine Giesecke	1-432-92718-3
The Little Sparrow: A Cinderella Story from Italy/LVLD RD FO BIO 3.5.4 ONLY 6 PKG 04	Houghton Mifflin Harcourt	6	P	\$34.50	Elizabeth Albert	978-0-618359-11-0
The Man Behind the Mask (6-pack)	Red Brick Learning	6	P	\$29.70	Michael Dahl	1-434-21763-9
The Rabbit & the Coyote: A Mayan Trickster Tale/LVLD RD FO FABL 3.2.5 ABV LV 6PK 04	Houghton Mifflin Harcourt	6	P	\$34.50	Beth Alley Wise	978-0-618358-63-2
What Did the Ancient Greeks Do for Me? (6-pack)	Red Brick Learning	6	P	\$48.94	Patrick Catel	1-432-93760-X
Write Your Own Article: Newspaper, Magazine, Online (6-pack)	Red Brick Learning	6	P	\$41.70	Sara Gilbert	0-756-54004-6
STUDENT MATERIALS	SUPPLIER	QTY	BIND	\$ AUTHOR	ISBN	
Reader's Notebooks, Grades 2-4	Heinemann	25-pk or 1/student	Spiral	\$157.00	Fountas & Pinnell	978-0-325042-86-2

TECHNICAL MATERIALS LIST--See page 2

SUPPLIERS INFORMATION

Heinemann
 Selections Book Fairs, Inc.
 KEEP BOOKS at The Ohio State University
 Houghton Mifflin Harcourt
 McGraw-Hill Ryerson
 Harper Collins Publishers
 Rigby
 Logitech
 Amazon

www.heinemann.com
www.selectionsbooks.com
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www.mhschool.com
www.harpercollins.com
www.rigby.com
www.logitech.com
www.amazon.com

PO Box 6926, Portsmouth, NH 03802-6926
 3558 North High Street, Columbus, OH 43214
 1100 Kinnear Road, Columbus, OH 43212
 9205 Southpark Center Loop, Orlando, FL 32819
 220 East Danieldale Road, Desoto, TX 75115
 10 East 53rd Street, New York, NY 10022
 9205 Southpark Center Loop, Orlando, FL 32819
 6505 Kaiser Drive, Fremont, CA 94555

2019-2020 MIDDLE LEVEL REQUIRED BOOK LIST

PROFESSIONAL BOOKS	SUPPLIER	QTY	BND	\$	AUTHOR	ISBN
Awakening the Heart	Heinemann	1	P	\$18.00	Georgia Heard	978-0-325000-99-0
Benchmark Assessment System 2, Grades 3-8, levels L-Z	Heinemann	1	P + Bundle	\$388.00-\$425.00	Fountas & Pinnell	varies by edition
Comprehension Through Conversation	Heinemann	1	P	\$17.00	Maria Nichols	978-0-325007-99-9
The Continuum of Literacy Learning PreK-8 (Expanded Edition)	Heinemann	1	P	\$75.00	Fountas & Pinnell	978-0-325060-78-1
The Continuum of Literacy Learning Teaching Library, Book & DVDs	Heinemann	1	P & DVDs	\$499.00	Fountas & Pinnell	978-0-325028-12-5
Guided Reading: Responsive Teaching Across the Grade (2nd Edition)	Heinemann	1	P	\$52.00	Fountas & Pinnell	978-0-325086-84-2
Genre Study Suite Bundle	Heinemann	1	P	\$90.00	Fountas & Pinnell	978-0-325044-49-1
Mindful of Words: Spelling and Vocabulary Explorations 4-8	Selections Book Fairs	1	P	\$36.00	Kathy Ganske	
Opening Minds	Selections Book Fairs	1	P	\$14.00	Peter Johnston	978-1-571108-16-6
Prompting Guide Part 2	Heinemann	1	Flip	\$29.50	Fountas & Pinnell	978-0-325028-73-6
Responsive Literacy: A Comprehensive Framework	Scholastic	1	P	\$36.07	Pat Scharer	978-1-338245-62-2
Smart Writing: Practical Units for Teaching Middle School Writers	Heinemann	1	P & CD	\$120.00	Laura Robb	978-0-325033-95-2
Strategic Writing Conferences, Books & DVDs	Heinemann	1	P & DVDs	\$82.00	Carl Anderson	978-0-325012-01-8
Systems for Change	Heinemann	1	P	\$32.00	Lyons & Pinnell	978-0-325002-82-8
A Teacher's Guide to Writing Conferences: Classroom Essentials	Amazon	1	P	\$22.77	Carl Anderson	978-0-325099-18-7
Teaching for Comprehending and Fluency	Heinemann	1	P	\$49.50	Fountas & Pinnell	978-0-325003-08-5
Vocabulary Their Way: Word Study with Middle and Secondary Students	Selections Book Fairs	1	P	\$43.20	S. Templeton	
Wham! It's a Poetry Jam	Selections Book Fairs	1	P	\$7.96	S. Holbrook	
What You Know by Heart	Heinemann	1	P	\$24.00	Katie Wood Ray	978-0-325003-64-1
Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction	Selections Book Fairs	1	P	\$42.00	Kathy Ganske	978-1-572305-59-5
CLASSROOM LIBRARY	SUPPLIER	QTY	BND	\$	AUTHOR	ISBN
The Book Itch: Freedom, Truth, & Harlem's Greatest Bookstore	Amazon	1	H	\$14.40	Vaunda Micheaux	978-0-761339-43-4
Booth	First Second	1	P	\$0.10	C.C. Colbert & Taniotoc	978-1-596431-25-6
Bird	Amazon	1	P	\$11.93	Zetta Elliott	978-1-620143-48-3
The Crossover	HMH Books for Young Readers	1	H	\$10.36	Kwame Alexander	978-0-544107-71-7
Laura Robb Classroom Libraries, Grade 7 (100 books)	Scholastic	1 set	P	\$429.00	Various Authors	SHW963529
Laura Robb Classroom Libraries, Grade 8 (100 books)	Scholastic	1 set	P	\$429.00	Various Authors	SHW963531
Laura Robb Classroom Libraries, Grade 9 (100 books)	Scholastic	1 set	P	\$429.00	Various Authors	SHW963533
Otter and Odder: A Love Story	Amazon	1	H	\$14.00	James Howe	978-0-763641-74-0
The Soccer Fence: A Story of Friendship, Hope, and Apartheid in South Africa	Amazon	1	H	\$13.65	Phil Bildner	978-0-399247-90-3
Something Big	Amazon	1	H	\$16.95	Silvie Neeman	978-1-592701-40-7
INTERACTIVE READ ALOUDS/GENRE STUDY COLLECTION	SUPPLIER	QTY	BND	\$	AUTHOR	ISBN
Realistic Fiction						
An Angel for Solomon Singer	Amazon	1	P	\$6.99	Cynthia Rylant	978-0-531070-82-6
A Storm Called Katrina	Amazon	1	H	\$8.95	Myron Uhberg	978-1-561455-91-1
I Never Knew Your Name	Amazon	1	H	\$9.23	Sherry Garland	978-0-395696-86-6
Miss Ida's Porch	Amazon	1	P	\$7.99	Sandra Belton	978-0-689818-02-8
Silent Music: A Story of Baghdad	Amazon	1	H	\$14.84	James Rumford	978-1-596432-76-5
Shooting at the Stars: the Christmas Truce of 1914	Amazon	1	H	\$15.81	John Hendrix	978-1-419711-75-6
The Arrival	Amazon	1	H	\$13.99	Shaun Tan	978-0-439895-29-3
The Wall	Amazon	1	P	\$6.99	Eve Bunting	978-0-395629-77-2
The Lunch Thief	Amazon	1	H	\$15.65	Anne C. Bromley	978-0-584483-11-3

Historical Fiction									
Bird	Amazon	1	P	\$11.93	Zetta Elliott	978-1-620143-48-3			
At Ellis Island: A History in Many Voices	Amazon	1	H	\$14.39	Louise Peacock	978-0-689830-26-6			
My Secret War by Flossie Albright: My History of World War II 1939-1945	Amazon	1	H	\$13.31	Marcia Williams	978-0-763641-11-5			
Rose Blanche	Amazon	1	P	\$10.21	Roberto Innocenti	978-0-398123-85-2			
Ruth and the Green Book	Amazon	1	LBND	\$15.76	Calvin Ramsey	978-0-761352-55-6			
Star of Fear, Star of Hope	Amazon	1	P	\$8.99	Jo Hoestlandt	978-0-902775-88-7			
Legends/Epics									
Black Ships Before Troy: The Story of the Iliad	Amazon	1	P	\$6.29	Rosemary Sutcliff	978-1-845078-27-0			
The One-Eyed Giant	Amazon	1	H	\$14.98	Mary Pope Osborne	978-0-786809-28-8			
Fable									
The Red Tree	Amazon	1	H	\$21.95	Shaun Tan	978-0-734401-72-4			
Modern Fantasy									
Instead of Three Wishes	Amazon	1	P	\$6.99	Megan Whelan Turner	978-0-060842-31-4			
Strange Happening: Five Tales of Transformation (short stories)	Amazon	1	P	\$6.99	Avi	978-0-152064-61-7			
The Chronicles of Harris Burdick (story collection)	Amazon	1	H	\$19.39	Chris Van Allsburg & various authors	978-0-547548-10-4			
Science Fiction									
Lost in Cyberspace	Amazon	1	LBND	\$6.99	Richard Peck	978-0-140378-56-6			
The Time Hackers	Amazon	1	P	\$5.99	Gary Paulsen	978-0-553487-88-6			
Biography									
Enormous Smallness: A Story of E.E. Cummings	Amazon	1	H	\$12.31	Matthew Burgess	978-1-592701-71-1			
Gregor Mendel: The Friar Who Grew Peas	Amazon	1	H	\$9.95	Cheryl Barcoe	978-0-810954-75-5			
Harriet Tubman	Amazon	1	P	\$4.99	Ann Petry	978-0-064461-81-8			
Lincoln: A Photobiography	Amazon	1	P	\$11.30	Russell Freedman	978-0-395518-48-9			
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The Great Fire *	Amazon	1	P	\$10.53	Jim Murphy	978-0-439203-07-4			
Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea *	Amazon	1	P	\$8.37	Sy Montgomery	978-0-547248-92-9			
Expository Nonfiction									
Harlem Stomp!	Amazon	1	P	\$14.25	Laban Carrick Hill	978-0-316034-24-1			
Pompeii: Lost and Found	Amazon	1	H	\$13.23	Mary Pope Osborne	978-0-375828-89-8			
Tales of the Cryptids: Mysterious Creatures that May or May Not Exist	Amazon	1	LBND	\$13.75	Kelly Milner Halls	978-1-581960-49-5			
What the World Eats	Amazon	1	H	\$17.25	Faith D'Aluisio	978-1-582462-46-2			
Procedural Texts									
Show Off: How to do Absolutely Everything, One Step at a Time	Amazon	1	P	\$13.44	Sarah Hines Stephens	7-636-4599-0			
Transformed: How Everyday Things are Made	Amazon	1	P	\$13.45	Bill Slavin	978-1-554532-44-5			
Persuasive Texts									
Global Warming	Amazon	1	P	\$5.29	Seymour Simon	978-0-061142-50-5			
Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf	Amazon	1	P	\$9.99	Stephen Swinburne	978-0-618111-20-6			

Hybrid Texts	Amazon	1	H	\$17.00	Joyce Sidman	5-471-5228-0
Dark Emperor & Other Poems of the Night	Amazon	1	H	\$15.30	Sharon Darrow	7-636-0835-1
Through the Tempests: Dark and Wild	Amazon	1	H	\$15.04	Barry Denenberg	978-0-670012-43-5
Titanic Sinks!	Amazon	1	H			
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All We Needed to Say: Poems About School from Tanya and Sophie	Amazon	1	LBND	\$3.79		978-0-689806-67-4
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Robert Browning's The Pied Piper of Hamelin *	Amazon	1	H	\$5.40	Robert Browning	978-1-466257-12-2
Walking on Earth & Touching the Sky	Amazon	1	H	\$18.11	Timothy McLaughlin	978-1-419701-79-5
Walking on the Boundaries of Change	Amazon	1	P	\$9.95	Sara Holbrook	978-1-563977-37-4
GUIDED READING BOOKS					AUTHOR	ISBN
Disappearance (6 pack)	Capstone	1	BND	\$47.94	Ann Weil	978-1-410929-98-3
Guided Reading Text Types: Level Y (60 books; 10 titles, 6 copies each title)	Scholastic	1 set	P	\$389.95	Variety of Authors	NTS532105
Journeys Leveled Readers/Houghton Mifflin Harcourt Leveled Readers	Houghton-Mifflin Harcourt	1 set	P	\$644.02	Variety of Authors	978-0-547313-05-4
(150 Books; 25 titles, 6 copies each)	Amazon					
Surviving the Wilderness (6 pack)	Capstone	1	LBND	\$33.99	Michael Hurley	978-1-410939-86-9
The World's Most Amazing Buildings	Amazon	1	P	\$7.59	Paul Mason	978-1-410925-32-9
The World's Most Amazing Castles (6 pack)	Capstone	1	P	\$48.94	Ann Weil	978-1-410942-63-0
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Counting by 7s	Amazon	6	P	\$8.99	Holly Goldberg Sloan	978-0-142422-86-1
Divergent	Amazon	6	P	\$8.07	Veronica Roth	978-0-062024-03-9
Eleanor & Park	Amazon	6	P	\$6.73	Rainbow Rowell	978-1-250064-87-5
The Girl Who Drank the Moon	Amazon	6	H	\$9.63	Kelly Barnhill	978-1-616205-67-6
Harbor Me	Amazon	6	P	\$12.90	Jacqueline Woodson	978-0-399252-52-5
Hoot (RF)	Amazon	6	P	\$6.00	Carl Hiaasen	978-0-440419-39-6
March: Book One	Amazon	6	P	\$8.93	Andrew Ayden & John Lewis	978-1-603093-00-2
Maybe a Fox	Amazon	6	P	\$7.99	Kathi Appelt	978-1-442482-43-2
Milo: Sticky Notes & Brain Freeze	Amazon	6	P	\$4.99	Alan Silberberg	978-1-416994-31-2
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Ready Player One	Amazon	6	P	\$10.39	Ernest Cline	978-0-307887-44-3
Smile (memoir)	Amazon	6	P	\$7.39	Raina Telgemeier	978-0-545132-06-0
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The Watch That Ends the Night: Voices from the Titanic	Amazon	6	P	\$11.80	Alan Wolf	978-0-763663-31-5
When You Reach Me (RF)	Amazon	6	P	\$6.00	Rebecca Stead	978-0-375850-86-8
Wonder	Amazon	6	H	\$9.99	R.J. Palacio	978-0-375869-02-0
STUDENT MATERIALS					AUTHOR	ISBN
Reader's Notebooks: Advanced version, grades 4-8	Heinemann	25-pk or 1/student	BND	\$157.50	Fountas & Pinnell	978-0-325042-88-6
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