

June 1997

## Michigan Reading Association Publications

Michigan Reading Journal

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### Recommended Citation

Journal, Michigan Reading (1997) "Michigan Reading Association Publications," *Michigan Reading Journal*: Vol. 30: Iss. 3, Article 9.

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**NEW! What Parents Should Know About Early Literacy Programs** Perfect for parents of young readers! Concise explanations to common questions concerning early literacy programs. Issues covered include components of a quality program, phonics instruction, writing process, and invented spelling along with practical tips on how parents can help their child achieve success in school. By the Michigan Department of Education Early Literacy Committee. ©1997, flip-chart, \$2.00.

**NEW EDITION! Literacy Consortium Journal** Collaborative journal by three educational associations features articles on various literacy issues including research, current practice, and curriculum. Published by MRA, Michigan Council of Teachers of English, and the Michigan English Language Arts Framework Project (MELAF). ©1997, 110 pages, 8 1/2 x 11; \$3.50

**Dynamic Interactions: Making Decisions for Literacy Growth** Hypertext-hypermedia program for instructors and inservice leaders designed to stimulate discussion and guide the development of lesson plans that integrate reading and language arts with other content areas. Also, models the integration of technology into teacher education programs. By Dr. Martha E. Irwin and Dr. Anne E. Porter. ©1996. 3.5" Macintosh disks, \$12.95

**Linking: Developing Strategic Readers and Writers in the Primary Classroom** Link your classroom experiences to current research and practice. Based on the work of Regie Routman and Marie Clay, topics include developmental awareness and strategies for reading and writing, plus advice on various types of assessment. By Michigan Reading Recovery teacher Stevie Brinkerhoff. ©1993. 77 pages, 8 1/2 x 11, K-4; \$8.00

**State of Reading Basal Bookmarks** Not just for basals—a MUST HAVE for literature and nonfiction. 26 handy reference cards loaded with teaching tips from Karen Wixson, Scott Paris, Beau Flv Jones, Laura Roehler, and more. ©1988. 26 x 4 11 cards. K-12. \$4.50

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## MICHIGAN READING ASSOCIATION

Presents

### Literacy For All, A Video Series

***Achieving Balance In An Early Literacy Program*** Dr. Dorsey Hammond, Professor of Reading Language Arts at Oakland University, discusses characteristics of a quality early literacy program. He helps teachers think about the issues related to achieving a balance between comprehension strategies and word recognition strategies. He helps parents understand how effective instruction in phonics can be integrated with interactive reading and writing strategies instead of simply becoming isolated skills instruction. Dr. Hammond's examples skillfully illustrate the importance of maintaining a balance between comprehension instruction based on wholistic philosophy and phonics instruction. ©1997, 55 minutes; \$15.00

***Reclaiming The Center: The Search for Common Ground in Teaching Reading*** Dr. P. David Pearson, John A. Hannah Distinguished Professor of Education at Michigan State University, builds a case for finding the common ground between extremists' views on education. He provides a detailed summary of two polarized views of language instruction, one based on wholistic instruction and one based on direct instruction. He then makes a plea for educators to join together to stop the pendulum swing and take a position in the more reasonable "radical middle." © 1997, 55 minutes; \$15.00

***How Can We Improve Constructed Response On The MEAP and HSPT?*** Sheila Potter and Deanna Birdyshaw, English Language Arts Consultants for the Michigan Department of Education, discuss what teachers can do to better prepare students to answer the constructed response questions on the science, social studies, and mathematics MEAP's and HSPT's. They identify several types of questions that are asked on assessments and suggest strategies that might help students successfully formulate their responses. © 1997, 35 minutes; \$15.00

***HSTP Writing: Where Do We Go From Here?*** Deanna Birdyshaw and Sheila Potter, English Language Arts Consultants for the Michigan Department of Education, discuss how teachers might use the results of the High School Proficiency Test in Writing to help improve their students' performances. They discuss strategies for helping students reflect about their writing and develop the skills measured in Parts II and III of the High School Proficiency Test in Writing. © 1997, 30 minutes; \$15.00

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