

**Early Childhood, Elementary, and Middle Level Education Department**  
**MLE4280 Teaching Reading in the Middle-Secondary School**  
**8-9:40 Monday and Wednesday in 2439 Buzzard**

**Professor:** Dr. Bickford, Assistant Professor  
**Office:** Buzzard Hall 2174  
**Office Hours:** 10-11 am M-Th, 12-1 pm on F, or by appointment  
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**Unit Theme:** Educator as creator of effective educational environments: integrating students, subjects, strategies and societies.

**Course Description:** Techniques for providing appropriate reading instruction in proper sequence for students in grades sixth through 12.

**Prerequisites & Concurrent Enrollment:** ELE 3280 for general and middle school option; or permission of department chair. MLE3110, concurrent enrollment in MLE 3150 and 4760 s preferred. University teacher education requirements apply and department requirements for enrollment must be met.

**Course Purpose:** This course is designed to convey to middle school/secondary pre-service teachers the understanding that they have a serious responsibility to provide students with the instructional support necessary to comprehend content textbooks. To achieve this end, class members will become familiar with several perspectives of the reading process and will acquire multiple strategies for teaching the reading skills using content textbooks, reading textbooks, and other reading materials.

**Course Textbook:**

Vacca, R., Vacca J., & Mraz, M. (2011) *Content area reading: Literacy and learning across the curriculum*. Boston: Little Brown.

**Teaching Model:**

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

**Dispositions:**

Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment

**Live Text Assessment Requirement:** For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned. **There is no LiveText requirement for this course.**

**Standards**

**Course Requirements and Demonstrated Competencies are Aligned with the Standards:**

- *Illinois Professional Teaching Standards: (IPTS)*
- [http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_ipts.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf)
- *Illinois Core Technology Standards: (ICTS)*
- [http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_coretechnology.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf)
- *Illinois Core Language Arts Standards: (ICLAS)*
- [http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_corelangarts\\_std.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf)
- *Association for Childhood Education International (ACEI):*
- <http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc>

**Outcomes Specific to MLE 4280:**

- Develop an enduring capacity to care, specifically, to care about the literacy needs of pupils by utilizing the content area classroom as a vehicle for teaching and extending the reading skills of pupils.
- Recognize that the vast range of individual differences in the middle school population requires a career-long dedication to acquiring, developing, and pursuing instructional strategies and resources which illuminate the essential concepts in each content field and enable pupils to read and comprehend textbooks and other reading materials literally, inferentially, and critically.
- Show their work in this class and will be judged on his/her ability to prepare a portfolio of teaching strategies for pre-reading, during reading, post reading, and study skills. Each student will teach a directed reading activity. In addition, students will become familiar with a variety of reading materials and formulate a bibliography appropriate for use in the middle school class along with strategies for using these books in the classroom.
- Develop in each student a commitment for providing reading instruction in content area classrooms.
- Provide students with an understanding of the reading process
- Provide for cultural diversity and provide curriculum for students with special needs.

### Plagiarism and Standards of Student Conduct

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. In short, plagiarism is the process of copying another person's idea or written work and claiming it as your own. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard. *Please ask me questions if you are confused.*

[Owl at Purdue, APA formats](#)

[Owl Ref. List -- periodicals](#)

[Owl Ref. List -- books](#)

**"Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database."**

#### Reading Teacher Standard 1:

**Knowledge Indicators** - The competent reading teacher:

1D. is aware of trends, controversies, and issues in reading education.

1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.

1G. understands the differences between reading skills and strategies and the role each plays in reading development.

1H. knows a wide range of quality literature for students.

**Performance Indicators** - The competent reading teacher:

1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.

1J. locates, evaluates, and uses literature for readers of all abilities and ages.

1K. uses various tools to estimate the readability of texts.

1L. uses technology to support reading and writing instruction.

#### Reading Teacher Standard 3:

**Knowledge Indicators** - The competent reading teacher:

3A. knows State and national educational standards that are relevant to reading education.

3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.

**Performance Indicators** - The competent reading teacher:

3F. participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

Course Requirement	Demonstrated Competencies	Standards (Illinois, ACEI Language Arts, Technology)
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	Standard 11: Professional Conduct and Leadership ACEI: 5.1 LA: 1A., 1B., 1C., 2H. Dispositions: PEP, EC, SDE, IWS
Internet Assignment	Student uses skills and ability to search, locate, and use technology information on-line	Standard 7: Communication ACEI 3.1, 3.2, 3.3, 3.4, 3.5 LA: 2A., 2B. Tech: 1A., 1C., 1F., 2A. Dispositions: PEP, EC, IWS
Traditional Exam	Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent/	Standards 2: Content Knowledge ACEI: 1; 4 LA: 2C., 2D., 2F. Dispositions: PEP, EC

Card file, notebook, and book talk	Student develops a notebook and card file representing diverse populations in the choice of literature. In addition, student plans for instruction by offering a creative book talk which reflects student's understanding of alternative assessment.	Standard 3: Diversity Standard 4: Planning for Instruction Standard 8: Assessment ACEI: 3.1, 3.2, 3.3 LA: 3B., 3F. Dispositions: PEP, EC, SDE, PTSL, IWS
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and supports interaction in the classroom.	Standard 5: Learning Environment Standard 7: Communication ACEI: 3.4 LA: 1B., 3A. Dispositions: PEP, EC, SDE, PTSL, IWS
Response Journal	The competent teacher is reflective and continually evaluates himself/herself through a response journal.	Standard 10: Reflection and Professional Growth ACEI: 1, 2.1, 2.2, 2.3, 2.4, 2.8 LA: 1A., 1D. Dispositions: PEP, EC, SDE, IWS
Portfolio/Reading Strategies	Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom/	Standard 6: Instructional Strategies Standard 8: Information Literacy Skills (Technology Standard) ACEI: 3.1, 3.2 LA: 1D. 3A Dispositions: PEP, EC, SDE, IWS, PTSL
Strategy Presentation/Chapter Presentation	Student develops a lesson plan and presents an individual content area reading strategies in the classroom demonstrating knowledge and understanding of students' needs for diverse accommodations	Standard 7: Communication Standard 9: Collaborative Relationships ACEI: 3.1, 3.4, 5.1 LA: 1D., 1E. Dispositions: PEP, EC, SDE, IWS, PTSL

Course Requirement	Demonstrated Competencies	Weighted Assessment	Due Date
#1 Internet Assignment	Student uses skills and ability to search, locate, and review <b><i>FIVE</i></b> relevant (related to the content of this class) and <i>reliable</i> (websites supported by a university, k-12 school, or “think-tank”) internet sources.	5% (10 points)	Submit on 8/29 to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a>
#2 Article Review	Select a current article to research regarding any component of reading, literacy, writing, etc. <b>This must be a published (after 2000), relevant (related to reading, lit, and writing), and lengthy (over 5 pages) article. See WebCT for rubric.</b>	5% (10 points)	Submit on 9/5 to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a>
#3 Literature Circles (LC#1 and LC#2)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and supports interaction in the classroom. Student must complete (and digitally submit) two book summaries and participate in both literature circles. <b>See WebCT for rubric of summaries, suggestions for form of summaries, etc.</b>	20% (40 points total; 20 points each)	LC#1: 9/12 LC#2: 10/15 (submit summaries to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a> )
#4 Book Talks (BT#1 & BT#2)	Student plans for instruction by offering <i>two</i> creative book talks, which reflects understanding. Student will be assessed by participation and summary (which will be submitted digitally). <b>See WebCT for rubric of summaries and suggestions.</b>	10% total (20 points total; 10 points each)	BT#1: 9/19 BT#2: ongoing (submit summaries to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a> )
#5 Reading Strategy Presentation	Student develops a lesson plan and presents an individual content area reading strategies in the classroom demonstrating knowledge and understanding of students’ needs for diverse accommodations. <b>This is YOUR presentation of one reading strategy. See WebCT for suggestions, directions, &amp; rubric.</b>	20% (40 points)	On going
#6 Portfolio: Three sections: - Response Journal - Reading Strategies - Book Summaries	<b>YOUR Response Journal:</b> The competent teacher is reflective and continually evaluates himself/herself through a response journal. The student must answer all “Minds On” questions at the end of each chapter. <b>Your compilation of others’ Reading Strategies:</b> Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. This is a compilation of relevant reading strategies from OTHER students’ strategy presentations (available on WebCT). <b>Your compilation of others’ book summaries:</b> Student develops a notebook representing diverse populations in the choice of literature. This is a compilation of relevant book summaries from OTHER students’ summaries of LC & BT books (available on WebCT). See WebCT for rubric of summaries, suggestions for form, and rubric for portfolio. <b>See WebCT for rubric for portfolio.</b>	20% (40 points)  Response Journal: 30 points  Reading Strategies Compilation: 5 points  Book Summary Compilation: 5 points	12/5 (submit website with all sections to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a> )
#7 Constructive Controversy (Research and participation)	Student actively participates in a group during <i>Constructive Controversy</i> unit. This includes, but is not limited, to reading, research, preparation, discussion, and reflective writing.	5% (10 points)	<b>Weeks 15 &amp; 16</b>

#8 Traditional Exam	Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent by taking an exam	5% (10 points)	12/13 @ 8 am
#9 Participation	Attendance and class participation are essential. Students will participate in guided discussions during class, take comprehensive notes, and read the text in its entirety. <i>1 point will be taken off for each unexcused absence. To be excused, prior approval or a doctor's note is necessary.</i> Participation will be assessed through both students' attendance and professor's opinion about students' positive and constructive contributions.	10% (20 points)	Ongoing

- **The instructor will provide detailed instructions and expectations for each assignment on WebCT.**
- **All assignments are to be submitted digitally (to [jbickford@eiu.edu](mailto:jbickford@eiu.edu)).**
- **Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%**
- **Late work policy: All assignments are reduced 5% for every day that they are late**

### 1) Internet Assignment:

- You will select ***FIVE*** relevant (related to the content of this class) and *reliable* (websites supported by a university, k-12 school, or “think-tank”) internet source.
- You will summarize in writing the websites' content, teaching tools, methods, unit and lesson plans, and usability. You will be judged on (a) your summary (content: clarity and completeness) and (b) how you apply the content of to your future teaching. I would highly recommend starting here:  
<http://www.library.eiu.edu/btc/links/practicalsites/>
- **Due 8/29**

### #2 Journal Article Reviews: **10 points**

- Students will locate an article about advisory, exploratory, and/or academic enrichment in the middle school. The review will be a minimum of ***TWO*** typewritten pages (double-spaced). ***Please submit a digital copy of the article with the review.*** Students will write a succinct summary of the content of the article & their own reflective reaction to the article. Students will be judged on analyses of content, quality of writing – grammar, spelling, punctuation, page length, and APA citation.
- ***Be sure to use appropriate journals such as Phi Delta Kappan, Educational Leadership, Middle School Journal.*** If you use an article from the Internet, you **must** have the author, where and when the article was published, and a copy of the entire article. **I have various interesting articles posted on WebCT, but you do not have to limit yourself to what I feel is interesting.**
- **Due 9/5**

### #3 Literacy Circles: **20 points each**

- Students will read, summarize, and digitally submit summary on two separate books.
- Students will participate in two different cooperative learning groups based on two different books.
- **Due LC#1: 9/12; LC#2: 10/15**

### #4 Book Talks: **10 points each**

- Students will read, summarize, and digitally submit summary on two separate books.
- Students will present both during separate classes
- **Due BT#1: 9/19; BT#2 ongoing (sign up dates below)**

### #5 Reading Strategy Presentations: **40 points**

- Students will present one reading strategy (10-30 minutes)
- Students will submit digitally a teaching tools (what you use to teach)
- Students will submit digitally a summary of “what” (the content) you will teach, a description of “how” (the methods) you will do it, and an explanation of “why” this reading strategy is significant.
- **Ongoing (sign up dates below)**

### #6 Portfolio: **40 points total**

- Content in Portfolio can be uploaded to website constructed in EDU 2022 (or an independent website) and submitted digitally to [jbickford@eiu.edu](mailto:jbickford@eiu.edu). It is not to be submitted in a binder.
- Section on “**Reading strategies**”: Student includes his/her own reading strategy (that s/he presented) and a minimum of 10 others. This is intended to provide the student with a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. **5 points**
- Section on “**Books**”: Student includes his/her own book summaries (from LC1, LC2, BT1, and BT2) and a minimum of 15 others. This is intended to provide student with a notebook representing diverse populations in the choice of literature. **5 points**
- Section on “**Response Journal**”: Student reflectively and continually self-evaluates through response journal. The student must answer all “Minds On” questions at the end of each chapter. **30 points**
- **Due 12/5**

### #7 Constructive Controversy

- This is a mini-unit encompassing all aspects of content area reading.
- Students will select the topic.
- **It will take place Weeks 15-16**

### #8 Final Exam: **10 points**

- Traditional final exam.
- **12/13 @ 8 am**

### #9 Participation: **20 points**

- Students will participate in guided discussions and activities during class, take comprehensive notes, and read the text in its entirety. Participation will be assessed through both students’ attendance and professor’s opinion about students’ positive and constructive contributions.
- 1 point will be taken off for each unexcused absence. To be excused, prior approval or a doctor’s note is necessary.

### Assigned Extra Readings (all of which are located on WebCT)

Bickford, J. H. III (2011). A comparative analysis of two methods for guiding discussions surrounding controversial and unresolved topics. *Eastern Education Journal*, 40(1), 33-47.

Bickford, J. H. III (2012). Original political cartoon methodology and adaptations. *Social Studies Research & Practice*, 7(2), 91-101.

## COURSE OUTLINE

### Week 1 – Week of 8/20

Monday – Discuss syllabus, assignments, Sign up for dates for Reading Strategies; Sign up for dates for BT#2; Discuss possibilities for BT#1 & BT#2

**HW: Read Chapter 1**

Wednesday – Content of Chapter 1; TKQA; **Select books for LC#1;**

**HW: Read Chapter 2; Internet Assignment; Read LC#1 book**

### Week 2 – Week of 8/27

Monday – Content of Chapter 2; Prior Knowledge; **Student-Presented Reading Strategy (1-2 students)**

**HW: Internet Assignment; Read LC#1 book**

Wednesday – Prior Knowledge & Nacirema; **Student-Presented Reading Strategy (1-2 students)** **Internet**

**Assignment due**

**HW: Read Chapter 3; Read LC#1 book; Work on Article Review**

### Week 3 – Week of 9/3

Monday – **No class (Labor Day)**

Wednesday – Sentence Scramble math; Content of Chapter 3; **Student-Presented Reading Strategy (1-2 students);** **Article Review due**

HW: Read Chapter 4; Read LC#1 book; select books for BT#1

**Week 4 – Week of 9/10**

Monday – Sentence Scramble HK Day 1; Student-Presented Reading Strategy (1-2 students)

HW: Read LC#1 book; Read book for BT#1

Wednesday – HK Day 2; **LC#1**

HW: Read Bickford (2012) (located on WebCT)

**Week 5 – Week of 9/17**

Monday – Political Cartooning & Digital Creations; Student-Presented Reading Strategy (1-2 students)

HW: Read Chapter 5; Chapter 6; Read book for BT#1

Wednesday – **BT#1**; Content of Chapter 5 & 6; Discuss expectations for BT2 (Harriet x 2); Student-Presented Reading Strategy (1-2 students)

HW: Read Chapter 7 & 8

**Week 6 – Week of 9/24**

Monday – Content of Chapter 7 & 8; Discuss expectations for BT2 (Peyton); Student-Presented Reading Strategy (1-2 students)

HW: Read Chapter 9 & 10

Wednesday – Content of Chapter 9 & 10; Discuss expectations for BT2 (PSU); Student-Presented Reading Strategy (1-2 students)

HW: Read book for LC#2

**Week 7 – Week of 10/1**

Monday – Response Journal work on chapters 1-4;

HW: Read Chapter 11; Read book for LC#2

Wednesday – Content of Chapter 11; Student-Presented Book Talk #2 (3-4 students);

HW: Read Chapter 12; Read book for LC#2

**Week 8 – Week of 10/8**

Monday – Content of Chapter 12; Student-Presented Book Talk #2 (3-4 students);

HW: Read book for LC#2

Wednesday – Response Journal work on chapters 5-8; Student-Presented Book Talk #2 (2-3 students);

HW: Read book for LC#2

**Week 9 – Week of 10/15**

Monday – **LC#2**; Student-Presented Book Talk #2 (2-3 students);

HW: Finish Response Questions & Assemble Portfolio

Wednesday – Response Journal work for chapters 9-12; Student-Presented Book Talk #2 (3-4 students);

HW: Finish Response Questions & Assemble Portfolio

**Practicum Weeks 10-13 10-22-11/16**

**Thanksgiving Week 14 11/19-11/23**

**Week 15 – Week of 11/26**

Monday – Constructive Controversy topic **selection & preparation**

HW: Finish Response Questions & Assemble Portfolio

Wednesday – Constructive Controversy **preparation & discussion**

HW: Finish Response Questions & Assemble Portfolio; Read Bickford (2011);

**Week 16 – Week of 12/3**

Monday – Discuss Bickford (2011); Constructive Controversy in-class writing assignment

HW: Finish Portfolio; Finish writing assignment

Wednesday – Constructive Controversy in-class revisions to writing assignment; **Portfolios are due**

HW: Finish Portfolio; Finish writing assignment

**Final Exam Week 17 Thurs, 12/13 @ 8 am**

**MLE4280 References** (the highly recommended ones are in **bold**)

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- Cordry, S., & Wilson, J.D. (2004). Parents as first teacher. *Education*, 125(1), 56-62.
- Cullinan, B., Dove, T., Estice, R. & Lanka, J. (2008). *Becoming conscious of different perspectives*. *Social Studies and the Young Learner*, 20, 4, 18-21.**
- Crowe, L.K. (2005). Comparison of two oral reading feedback strategies in improving reading comprehension of school-age children with low reading ability. *Remedial and Special Education*, 26(1), 32-42.
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- Denner, P.R., & McGinley, W.J. (1992). *Effects of pre-reading activities on junior high students' recall*. *Journal of Educational Research*, 86(1), 11-19.**
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- Foil, C. R., & Alber, S.R. (2002). Fun and effective ways to build your student's vocabulary. *Intervention in School and Clinic*, 37(3), 131-139.
- Fournier, D.N.E., & Graves, M.F. (2002). *Scaffolding adolescent's comprehension of short stories*. *Journal of Adolescent and Adult Literacy*, 46(1), 30-39.**
- Fowlert, A.E. & Swainson, B. (2004). Relationships of naming skills to reading, memory, and receptive vocabulary: Evidence for imprecise phonological representations of words by poor readers. *Annals of Dyslexia*, 54(2), 247-280.
- Grant, J.M.A. (2004). Are electronic books effective in teaching young children reading and comprehension? *Effectiveness of Electronic Books*, 31(3), 303-308.
- Hamilton, C., & Shinn, M.R. (2003). Characteristics of word callers: An investigation of the accuracy of teacher's judgments of reading comprehension and oral reading skills. *School Psychology Review*, 32(2), 228-240.
- Harley, B., Howard, J., & Roberge, B. (1996). Teaching vocabulary: An exploratory study of direct techniques. *Canadian Modern Language Review*, 53, 281-304.
- Hasselbring, T. & Goin, L. (2004). Literacy instruction for older struggling readers: What is the role of technology? *Reading & Writing Quarterly*, 20, 123-144.
- Hibbling, A.N. & Rankin-Erickson, J.L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *The Reading Teacher*, 56(8), 758-770.
- Ivey, G. & Baker, M.I. (2004). Phonics instruction for older students? Just say no. *Educational Leadership*, 35-39.
- Jackson, B. & Jamieson, K. (2007). *Un-Spun: Finding facts in a world of disinformation*. New York: Random House.**
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- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1990). *Circles of learning: Cooperation in the classroom* (3<sup>rd</sup> ed.) Edina, MN: Interaction Book Co.**
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**Smith, M. & Wilhelm, J. (2002). "Reading don't fix no Chevys": Literacy in the lives of young men. Portsmouth, NH: Heinemann.**

**Smith, M. & Wilhelm, J. (2006). *Going with the flow: How to engage boys (and girls) in their literacy learning*. Portsmouth, NH: Heinemann.**

**Wilhelm, J., Baker, T., & Hackett, J. (2001). *Strategic reading: Guiding students to lifelong literacy, 6-12*. Portsmouth, NH: Heinemann.**

Van Keer, H. (2004). Fostering reading comprehension in fifth grade by explicit instruction in reading strategies and peer tutoring. *British Journal of Educational Psychology*, 74, 37-40.

Villaume, S.K. & Brabham, E.G. (2003). Phonics instruction: Beyond the debate. *The Reading Teacher*, 56(5), 478-482.

Wren, S. *Developing research-based resources for the balanced reading teacher: What does "balanced approach" to reading instruction mean?* (2003, August). Retrieved June 23, 2005 from <http://www.balancedreading.com/balanced.html>

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**Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.**

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