DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY, AND MIDDLE LEVEL EDUCATION

ELE 4880
Diagnostic–Prescriptive Reading Instruction

Fall - 2012

Professor: **Tim Croy, Assistant Professor**
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Office Hours: **M - 11:00 a.m. to 1:00 p.m.; W - 10:00 a.m. to 1:00 p.m. or by appointment.**
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Prerequisites: **ELE 3280, ELE 3281 or MLE 4280. Concurrent enrollment with ELE 3340 and ELE 3290 or permission of department chair.**

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies, societies and technologies.

Course Description: Diagnostic procedures and materials in reading for teachers in self-contained and departmentalized classrooms from kindergarten through junior high/middle school. Field-based experiences. (3-0-3)

Prerequisites & Concurrent Enrollment: ELE 3281 for Early Childhood Option; ELE 3280 for General and Middle School Options; or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: The overall goal of this course is to provide future teachers with the knowledge base necessary for appropriate use of diagnostic teaching procedures and materials of reading instruction within the regular classroom, from kindergarten to junior high/middle school. Emphasis will be based on understanding how students learn to read, strategies for improving an individual student's reading achievement, and how to become an informed diagnostic-prescriptive teacher of reading. Future teachers will be made aware of factors that support student learning or place students "at risk" and some ways to manage these variables in the regular classroom.

Course Textbooks:
Rubin, D. & Opitz, M. F. (2007). *Diagnosis and improvement in reading instruction* (5th ed.). Boston: Pearson/Allyn and Bacon.

Roe, B.D. & Burns, P.C. (2011). *Roe/Burns informal reading inventory* (8th ed.). Boston: Houghton Mifflin.

Supplemental Materials: Class Packet

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.

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

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.

Standards:
Course Requirements and Demonstrated Competencies are aligned with the following Standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/profprep/standards.htm
- Illinois Core Technology Standards (ICTS): http://www.isbe.net/profprep/standards.htm
- Illinois Core Language Arts Standards (ICLAS): http://www.isbe.net/profprep/standards.htm
- Association for Childhood Education International (ACEI): http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

- National Association for the Education of Young Children (NAEYC): http://www.naeyc.org/faculty/college.asp#2001.pdf

Reading Teacher Standard 1:
Knowledge Indicators - The competent reading teacher:
1A. knows theoretical models and philosophies of reading education and their relevance to instruction.
1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
1D. is aware of trends, controversies, and issues in reading education.
1E. understands the construction and psychometric properties of classroom reading tests, including the State assessment.
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 2:
Knowledge Indicators - The competent reading teacher:
2A. understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
2D. understands the uses and limitations of informal and formal assessments.
2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.
Performance Indicators - The competent reading teacher:
2G. screens classes to identify students in need of more thorough reading diagnosis.
2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.
2I. determines students' reading levels (independent, instructional, frustration).
2J. gathers and interprets information for diagnosis of the reading problems of individual students.
2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
2M. develops case study reports of students with reading problems.

Reading Teacher Standard 3:
Knowledge Indicators - The competent reading teacher:
3A. knows State and national educational standards that are relevant to reading education.
3B. knows exemplary programs and practices in reading education.

Reading Teacher Standard 5:
Knowledge Indicator - The competent reading teacher:
5A. is aware of and adheres to ethical standards of professional conduct in reading education.
5B. reflects on teaching practices and conducts self-evaluation.
5C. stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.

Outcomes specific to ELE 4880:
Students will be able to:
- Select, administer, score, and interpret a variety of informal assessments in reading.
- Write a case study based on a practicum student, profiling strengths and weaknesses in reading and recommending specific instructional strategies to help the individual student improve.

Course (Core) Requirements	Demonstrated Competencies	Standards
Examinations/Tests	• The student will document his/her content knowledge by appropriately responding to test items that require the application of course information.	IPTS – 1, 2, 3, 4, 6, 7, 8 ICTS – 2, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 4.0 NAEYC – 1, 2, 3, 4

		Dispositions: EC, PEP
Mini-Case Study	• The student will administer, score, and interpret a variety of informal reading assessments. • The student will compile a case study for an individual child based on the assessment data collected. • The student will profile the child's strengths and weaknesses in reading. • The student will recommend specific intervention strategies.	IPTS - 1, 2, 3, 4, 6, 7, 8, 9,10, 11 ICTS – 2, 3, 5, 6, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.1,3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2, 5.3,5.4 NAEYC – 1, 2, 3, 4, 5 Dispositions: IWS, PEP, EC, PTSL, SDE
Article Review	• The student will review an article from a professional journal and compose a written review that reflects his/her ability to relate the information to the model of diagnostic/prescriptive reading presented in the course.	IPTS - 1, 2, 3, 4, 6, 7, 10 ICTS – 2, 6, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 5.2 NAEYC – 1, 2, 3, 4 Dispositions: EC, PEP, SDE
Class Participation	• The student will exhibit effective communication skills, conduct him/herself in a professional manner and engage in positive peer interactions that contribute to a supportive and encouraging learning environment.	IPTS 1, 2, 3, 7, 9, 10, 11 ICTS – 2, 6 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 3.2, 5.1,5.2, 5.4 NAEYC – 5 Dispositions: EC, PEP, IWS, SDE

Course (Core) Requirements	**Brief Description**	**Approximate Weight**
Examinations/Tests	Three tests consisting of multiple item types (e.g., multiple choice, true/false, short answer, and essay) will be administered to assess student understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.	50 %
Mini-Case Study	The mini-case study is a profile of an individual student's literacy development. The case study contains an analysis and interpretation of the qualitative and quantitative data collected using informal assessment devices (e.g., an informal reading inventory).	minimum of 20%
Article Review	The article must have been published in a professional reading journal (e.g., *The Reading Teacher, Journal of Adolescent and Adult Literacy* or the *Illinois Reading Council Journal*) and the topic should relate to diagnostic/ prescriptive reading instruction. The typed review is to include the author(s) key points, their application to the course content and the student's critical evaluation of the information.	10 %
Class Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.	5-10%

Optional assignments/projects	Other items/adjustments of percentages at teacher discretion and/or student need. • Book Talks (e.g., Award Winning, Historical and/or Multicultural Books) • Current Events • Project/Activity	10%

Course Requirements:

One abstract	25
Mini Case Study	100
Current Event	10
Book discussions (3)	30
Organization of portfolio & personal writings	10
Test #1	75
Test #2	50
Test #3	75
Final Exam	15
Class attendance/participation	50
Total	**440**

Extra Credit:
A maximum of **20** bonus points can be earned. (See professor for details.)

Late Work Policy:
Due dates will be set for all work, **one point** shall be deducted for each calendar day that a paper or project is late. A **10%** deduction will be assessed on all tests not taken on the assigned day. No work will be accepted after Thursday, December 06, 2012.

SPECIAL NOTE:
If a Mini Case Study **is not** turned in by the last class meeting, your grade will be lowered one letter grade. ***No exception!!***

Grade Scale:	Points:
100 – 92 = A	440 - 405 = A
91 – 82 = B	404 – 360 = B
81 – 72 = C	359 – 316 = C
71 – 65 = D	315 – 286 = D
Below 65 = F	Below 286 = F

Assignments:
Journal Article:
Write one abstract of an article on **reading** from a professional journal published within the last five years (2007). The abstract, which will be a minimum of one to two typewritten pages will be presented orally to the class. Please submit a Xerox copy of article with the abstract. The abstract should have the following section headings clearly labeled:
a. Type the complete citation using APA style, on the top of page one. (5 pts.)
b. Write a succinct summary of the content of the article. (10 pts.)
c. Reaction. (5 pts.)
d. Critical evaluation (typos, grammar, etc). (5 pts.)

Instructions for Book Discussions:
Purpose of Assignment:
- to broaden your knowledge of outstanding literature for children
- to provide an array of meaningful response activities for use in the classroom

You are required to read three high quality books (either fiction or nonfiction) outside of class time that would be suitable for children in the early childhood, elementary or middle level grades. On assigned dates bring the book for in-class activities.
Book #1 will be an individually selected award-winning book or one that is considered a **classic**.
Book #2 will be a book you read with a partner. It should be a **multicultural** selection.
Book #3 will be a book you read with a literacy group of no more than four members. It should be a selection that relates to some **historical** context. Please bring a copy of the book to class on the day of the discussion. (10 points each)

Mini Case Study:
Specific directions for the mini case study will be distributed at a later date. (100 pts.)

Current Event:

You will select a current event item from a newspaper or magazine that is relevant to ELE 4880. You will report on this news item orally to the class. Also, please write a small summary of the news item on a 3x5 notecard to be turned into the instructor. (10 points.)

Project (game/activity/strategy):
Purpose of Assignment:

- to explore your own creativity
- to increase the experience of reading through the use of a game/activity

You are to design a game/activity/strategy to use in the use of teaching reading. The game can be created from the results of your case study. The game will be useful in the elementary classroom, directions must be stated clearly, creative, visually stimulating, and presented orally to the class. (25 points)

Professional Reading Portfolio:
Purpose of Assignment:

1. to increase your knowledge and competencies in reading instruction
2. to familiarize you with professional references and sources of information
3. to give you an opportunity to reflect and express ideas in written form
4. to explore how new technological advances are impacting upon classroom instruction
5. to enable you to organize assessment and instructional materials for instant use in your future teaching situations

You will need a loose-leaf notebook divided into the following five sections:

a. Professional Reading (1 abstract)
b. Other Assignmments
c. Mini Case Study and Assessment Materials
d. Instructional Materials and Strategies (packet)
e. Personal Writings (notes)

It is not necessary to bring the notebook to every class session, but you are responsible for keeping entries organized. (10 points)

Professional Behavior:
If an illness prevents you from attending class, please ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. One point will be deducted for each infraction in all written work submitted for a grade.

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

Tentative Due Dates:

Article Review	TBA
Current Event	TBA
Book Talk #1	09/06/12
Book Talk #2	09/13/12
Book Talk #3	09/20/12
Mini Case Study	TBA
Organization of Reading Portfolio	12/04/12
Test #1	TBA
Test #2	TBA
Test #3	TBA
Final Exam (0nline)	Section 001 – Monday, 12/10/12 @ 8:00 a.m.
	Section 002 – Thursday, 12/13/12 @ 10:15 a.m.
	Section 004 – Monday, 12/10/12 @ 12:30 p.m.

Tentative Course Outline:

Week One:
* Discuss ELE 4880 Syllabus
* Introduction to Diagnostic and Reading Improvement
* Burns/Roe Reading Inventory
* Part I – Setting the Stage for a Diagnostic-Reading and Improvement Program
* Chapter 1 – Introduction to a Diagnostic-Reading and Improvement Program

Week Two:
* Chapter 2 – The Teacher's Role in the Diagnostic-Reading and Improvement Program
* Chapter 3 – Developing a Knowledge About Tests, Measurements, and Evaluation
* Presentations

Week Three:
* Chapter 4 – Factors That Affect Reading Performance
* Chapter 5 – Helping Children Achieve in Reading
* Presentations

Week Four:
* Test #1 (Chapters 1-5)
* Part II - Instruments and Techniques for the Assessment and Diagnosis of Reading Performance
* Chapter 6 – Using Alternative Assessment Techniques Across the Grades
* Presentations

Week Five:
* Chapter 7 – Assessing and Teaching Early Literacy
* Chapter 8 – Listening in on Students' Oral Reading
* Presentations

Week Six:
* Test #2 (Chapters 6-8)
* Case Study Information
* Presentations

Week Seven:
* Part III – The Diagnostic-Reading and Improvement Program in Action
* Chapter 9 – Using Texts to Help Children Overcome Reading Difficulties
* Chapter 10 – Helping Children Acquire and Apply Phonics

Week Eight:
* Chapter 11 – Helping Children Acquire and Apply Vocabulary
* Chapter 12 – Helping Children Comprehend

Week Nine:
Prepare for Mini Case Study

Week Ten:
Practicum

Week Eleven:
Practicum

Week Twelve:
Practicum

Week Thirteen:
Practicum

Week Fourteen:
Thanksgiving Break – No Class

Week Fifteen:
* Chapter 13 - Learning Strategies and Study Skills in a Diagnostic-Reading and Improvement Program

* Chapter 14 - Teachers and Parents as Partners in the Diagnostic-reading and Improvement Program
* Presentations

Week Sixteen:
* Chapter 15 – Putting All Together
* Test #3 (Chapters 9-15)
* Presentations

COURSE OUTLINE

I. Teaching Reading (one week)
   A. An overview of the Reading Process
   B. Model of Diagnostic-Prescriptive Teaching

II. Assessment (four weeks)
   A. Levels of Reading Comprehension
      1. Independent
      2. Instructional
      3. Frustration
      4. Potential
   B. Emergent Literacy
      1. Phonemic Awareness
      2. Concepts of Print
   C. Formal vs. Informal Assessment
   D. Assessment Devices
      1. Informal Procedures
         a. Word lists
         b. Informal Reading Inventories (IRI)
         c. Observations/anecdotal records
         d. Basal tests
         e. Cloze procedure
         f. Phonics inventories
         g. Interest Inventories
         h. Miscue analysis
         i. Diagnostic spelling tests
         j. Oral & written language samples

      2. Standardized Tests/Formal Assessments
         a. Norm-referenced/Achievement
         b. Diagnostic
         c. Criterion-referenced

III. Organizing for Instruction (four weeks)
   A. Decision-Making for Effective Instruction
      1. Using Assessment Information in Lesson
      2. Development/Planning
      3. Grouping Purposes and Practices
      4. Individualizing for Special Needs
         a. Factors that Support Student Learning
         b. Factors that Place Students "At Risk"
         c. Teaching Non-English Speaking Students
         d. Making Referrals
            i. Writing IEP's
            ii. Implementation
   B. Intervention Strategies
   1. Effective Word Identification
      a. Sight words
      b. Phonics
      c. Structural analysis
      d. Contextual analysis
   2. Building Fluency
      a. Echo reading
      b. Choral reading

c. Readers theater

3. Enhancing Comprehension
    a. Text Structure
        i. Narrative (Story Grammar)
        ii. Expository (Descriptive, Temporal Sequence, Cause/Effect, Compare/Contrast)
    b. Comprehension Strategies
        i. Story Mapping
        ii. K-W-L
        iii. DRTA
        iv. Think-Alouds
        v. Question-Answer Relationships (QAR)
        vi. Graphic/Semantic Organizers
        vii. Metacognition
        viii. Connections
        ix. Visual Imagery
4. Vocabulary (meaning) Development
5. Content Area Reading Study Skills
    a. Locating Information
        i. i. Notetaking
        ii. Outlining
        iii. Summarizing
    b. Visual Aids (e.g., Graphs & Charts)
    c. Reference Skills (e.g., Dictionary)
    d. Factors Affecting Difficulty of Textbooks
    e. Strategies for integrating language arts across the curriculum

IV. <u>Instructional Materials for Reading (three weeks)</u>
A. Published Programs
B. Trade Books
C. Instructional Games (Including Manipulatives)
D. Technological Applications

V. <u>Motivating Pupils/Promoting Reading (one week)</u>
A. Reading to Students
B. Reinforcing Student Interests
C. Incentive Programs
D. Opportunities to Establish a Personal Library

VI. <u>Communicating Student Progress (two weeks)</u>
A. Record-Keeping Systems
B. Classroom Case Study
C. Sample Letter to Parents

ELE 4880 Suggested Reading
*** Denotes Knowledge Base References**

TOPIC: Teaching Reading

Armbruster, B.B., Lehr, F. & Osborn, J. (June 2003). *Put reading first: The research buildingblocks for teaching children to read kindergarten through grade 3* (2nd ed.). Jessup, MD: National Institute for Literacy.

Blair, T. R., Rupley, W.H. & Nichols, W. D. (2007) The effective teacher of reading: Considering the "what" and "how" of instruction. *Reading Teacher, 60 (5),* 432-438.

Bloom, B. S. (1988). Helping all children learn well in elementary school--and beyond. *Principal, 67*(4), 12-17.

Dymock, S. (1993). Reading but not understanding. *Journal of Reading, 37*(2), 86-91.

Graves, M. F., Juel, C., & Graves, B.B. (1998). *Teaching reading in the 21st century.* Boston: Allyn & Bacon.

International Reading Association (2000). Excellent reading teachers. *Reading Teacher, 54*(2), 235-240.

Macon, J.M., Bewell, D. & Vogt M. (1991). *Responses to literature: grades K 8*. Newark, DE: International Reading Association.

Pearson, P.D. (1985). Changing the face of reading comprehension instruction. *Reading Teacher, 35*, 724 738.

Simpson, M. L. & Nist, S. L. (2000). An update on strategic learning: It's more than textbook reading strategies. *Journal of Adolescent and Adult Literacy, 43(*6), 528-541.

Slavin, R.E. (September 1991). Success for all: Ending reading failure from the beginning (research directions). *Language Arts, 68* (5), 404 409.

Snow, C. E. & Burns, M.S. (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.

TOPIC: Assessment Procedures

Baumann, J.F. (1988). *Reading assessment: An instructional decision-making perspective.* Columbus, OH: Merrill.

Clay, M. (1993). *An observation study of early literacy achievement.* Portsmouth, NH: Heinemann.

Courtney, A. M. & Abodeeb, T. L. (1999). Diagnostic-reflective portfolios. *Reading Teacher, 52*(7), 708-714.

Dunn, R. (1990). Understanding the Dunn and Dunn Learning Styles Model and the need for individual diagnosis and prescription. *Journal of Reading, Writing and Learning Disabilities International, 6* (3), 223 247.

Farr, R. & Tone, B. (1994). *Portfolios and performance assessment.* San Antonio: Harcourt Brace.

Goodman, K. S. (2006). *The truth about DIBELS, what it is, what it does.* Portsmouth, NH: Heinemann.

Goodman, K. S., Goodman, Y. M. & Hood, W. J. (1989). *The whole language evaluation book.* Portsmouth, NH: Heinemann.

Harmon, J. M. (2000). Assessing and supporting independent word learning strategies of middle school students. *Journal of Adolescent and Adult Literacy, 43*(6), 518-527.

Johnson, P. H. (1992). *Constructive evaluation of literate activity.* New York: Longman.

Rupley, W.H. & Blair, T.R. (1989). Culturally and language diverse children in the classroom. In *Reading Diagnosis and Remediation* (3rd ed.). Columbus, OH: Merrill Publishing Co.

Walker, B.J. (2005). *Techniques for reading assessment and instruction.* Columbus, OH: Pearson.

TOPIC: Organizing for Instruction

Burns, B. (2006). I don't have to count syllables on my fingers anymore: Easier ways to find readability and level books. *Illinois Reading Council Journal, 34 (1),* 34-40.

Brabham, E. G. & Villaume, S. K. (2000). Continuing conversations about literature circles. *Reading Teacher, 54*(3), 278-280.

Brophy, J. & Rohrkemper, M. (1989). Teachers' strategies for coping with failure syndrome students (Research Series No. 197). ERIC Document Reproduction Service No. ED 314 400.

Clay, M.M. (1985). *The early detection of reading difficulties* (3rd ed.). Auckland, New Zealand: Heinemann Educational Books.

Cunningham, P. (2006). What if they can say the words but don't know what they mean? *Reading Teacher, 59 (7),* 708-711.

Daisy, P. (1993). Three ways to promote the values and uses of literacy at any age. *Journal of Reading, 36*(6), 436-440.

Dunn, R. (1990). Rita Dunn answers questions on learning styles. *Educational Leadership, 48*(2), 15-19.

Jacobson, J., Thrope, L., Fisher, D., Lapp, D., Frey, N. & Flood, J. (2001). Cross-age tutoring: A literacy improvement approach for struggling adolescent readers. *Journal of Adolescent and Adult Literacy, 44* (6), 528-536.

Johnson, D & Johnson, R. (1990). Social skills for successful group work. *Educational Leadership, 47*(4), 29-33.

Joseph, L. M. (1998/1999). Word boxes help children with learning disabilities identify and spell words. *Reading Teacher, 52*(4), 348-356.

Labbo, L.D. & Teale, W. H. (1990). Cross-age reading: A strategy for helping the poor reader. *Reading Teacher, 43*(6), 362-369.

Leland, C. & Fitzpatrick, R. (Dec. 1993/Jan. 1994). Cross age interaction builds enthusiasm for reading and writing. *The Reading Teacher, 47*(4), 292 301.

Merkley, D. M. & Jefferies, D. (2000/2001). Guidelines for implementing a graphic organizer. *Reading Teacher, 54*(4), 350-357.

Opitz, M.F. & Harding-DeKam, J.L. (2007). Understanding and teaching English-language learners. *Reading Teacher, 60 (6), 590-593.*

Palincsar, A.S., Ransom, K. & Derber, S. (Dec. 1988/Jan. 1989). Collaborative research and development of reciprocal teaching. *Educational Leadership, 46*, 37-40.

Pearson, P.D. (1982). *Asking questions about stories*. Columbus, OH: Silver Burdett and Ginn.

Pinnel, G. (1989). Success of at risk children in a program that combines writing and reading. In J.M. Mason (Ed.), *Reading and writing connections.* Boston: Allyn & Bacon.

Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency, and comprehension*. Portsmouth, NH: Heinemann.

Yopp, H. K. & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *Reading Teacher, 54*(2), 130-143.

Yopp, R. H. & Yopp, H. K. (2000). Sharing informational text with young children. *Reading Teacher, 53*(5), 410-423.

TOPIC: Content Area Reading

Friend, R. (2000/2001). Teaching summarization as a content area reading strategy. *Journal of Adolescent and Adult Literacy, 44*(4), 320-329.

Hennings, D. G. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent and Adult Literacy, 44*(3), 268-279.

Irwin, J.W. and Blake, I. (1989). Understanding the organization. In *promoting active reading comprehension strategies: A resource book for teachers*. Englewood Cliffs, NJ: Prentice Hall.

Muth, K. D. (Ed.). (1989). *Children's comprehension of text: Research into practice.* Newark, DE: International Reading Association.

Raphael, T.E. & Au, K.H. (2005). QAR: Enhancing comprehension and test taking acrossgrades and content areas. *Reading Teacher, 59 (3),* 206-221.

TOPIC: Instructional Materials

Camp, D. (2000). It takes two: Teaching with Twin Texts of fact and fiction. *Reading Teacher, 53*(5), 400-408.

Dymock, S. (2005). Teaching expository text structure awareness. *Reading Teacher, 59 (2),* 177-181.

Graves, R. (Ed.). *The RIF guide to encouraging young readers*. Washington, D.C.: RIF, Inc.

Hill, S. (1986). *Books alive! Using literature in the classroom.* Melbourne, New Zealand: Nelson.

Jongsma, K. (2001). Using CD-ROMs to support the development of literacy processes. *Reading Teacher, 54*(6), 592-595.

Kline, L. (1986). Reading: Whole language development, renewed focus on literature spurs change. *Curriculum Update.* Alexandria, VA: Association for Supervision and Curriculum Development.

Olson, M.W. & Homan, S.P. (Eds.) (1993). *Teacher to Teacher: Strategies for the Elementary Classroom.* Newark, DE: International Reading Association.

Raphael, T.E. & Au, K.H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *Reading Teacher, 59 (3),* 206-221.

Richards, P. O., Thatcher, D. H., Shreeves, M., Timmons, P., & Barker, S. (1999). Don't let a good scare frighten you: Choosing and using quality chillers to promote reading. *Reading Teacher, 52*(8), 830-840.

Trelease, J. (2006). *The read aloud handbook (6th ed.).* New York: Penguin Books.

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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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