

Early Childhood, Elementary and Middle Level Education Department
ELE 4880: Diagnostic – Prescriptive Reading Instruction
FALL 2013, Section 001

Instructor: Helen Wood

Office: 1331 in Buzzard Reading Center, 1st floor

Email: hmwood@eiu.edu

Office Hours: 9:30-9:55 and 11:45-12:30, T and Thurs

Phone: Office: 581-8586 Home: 217-385-2450 Cell: 217-822-4355

Class Meetings: T and Thurs 10:00-11:40 in Buzzard Building, Room 2430

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). *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>
- Eastern Illinois University Professional Dispositions
<http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/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	<ul style="list-style-type: none"> The student will document his/her content knowledge by appropriately responding to test items that require the application of course information. 	<p>IPTS – 2A, 2E, 3G, 3M, 5A, 5G, 5H, 6A, 6H, 7A, 7C, 7D, 7F, 7I, 7R</p> <p>ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2</p> <p>NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d., 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e</p> <p>Dispositions: EC, PEP</p>
Mini-Case Study	<ul style="list-style-type: none"> The student will administer, score, and interpret a variety of informal reading assessments. 	<p>IPTS – 2A, 2E, 3D, 3G, 3M, 5A, 5G, 6A, 6H, 6I, 7A, 7D, 7E, 7G, 7J, 7K, 7M, 7Q, 9J, 9M</p> <p>ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2</p> <p>NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d., 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p>
	<ul style="list-style-type: none"> The student will compile a case study for an individual child based on the assessment data collected. 	
	<ul style="list-style-type: none"> The student will profile the child’s strengths and weaknesses in reading. 	
	<ul style="list-style-type: none"> The student will recommend specific intervention strategies. 	
Article Review	<ul style="list-style-type: none"> 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. 	<p>IPTS - 3G, 3M, 5A, 5G, 6H,</p> <p>ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2</p> <p>NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d., 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e</p> <p>Dispositions: EC, PEP, SDE</p>
Class Participation	<ul style="list-style-type: none"> 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. 	<p>IPTS – 3G, 3M, 5B,5C, 5E, 5F, 5G, 9H</p> <p>ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2</p> <p>NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d., 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e</p>

		Dispositions: EC, PEP, IWS, SDE
--	--	------------------------------------

Course (Core) Requirements	Brief Description	Points/Due Date	Approximate Weight
Examinations/Tests	Two 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.	100 points each Oct. 8 Dec. 12	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).	100 points Oct. 10 or 15	minimum of 20%
Article Review	The article must have been published in a professional reading journal (e.g., <i>The Reading Teacher</i> , <i>Journal of Adolescent and Adult Literacy</i> or the <i>Illinois Reading Council Journal</i>) 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.	40 points Sept. 5	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.	45 points	5-10%
Optional assignments/projects	Other items/adjustments of percentages at teacher discretion and/or student need. <ul style="list-style-type: none"> • Technology Project (e.g., Reading Website Exploration) • Language Experience Project • Book Talks (e.g., Award Winning, Historical and/or Multicultural Books) • Current Events • Plan for Differentiated Instruction (i.e., a week in length) 	Tech project 25 points Sept 3 3 book projects Sept. 19, 26 and Oct. 3 Differentiated Unit 25 points Dec. 3	10%
Graduate Student: Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be to expand the mini-case study by completing <i>two</i> additional assessments and <i>two</i> additional recommendations for instruction. The nature of this assignment may vary and will be determined after consultation between the individual student and the instructor.			To be determined

Evaluation: Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions and the completion of the case study.

Grading Scale: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below. **Total points—465**

LATE ASSIGNMENTS: Assignments are expected to be handed in when due. They will not be accepted late unless prior approval by teacher (one point will be deducted for each class day for which the paper is late). Rubrics will be given and explained BEFORE the assignment is due. **Most rubrics are in the Packet (in the back).** All late assignments must be submitted by the last day of class for the semester. The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course.

PROFESSIONALISM IS EXPECTED: Attendance is very important. Remember that you are going to be a classroom teacher, and teachers are expected to be in their classrooms each day and on time! Points will be deducted for being habitually tardy. If you are unable to attend class, please send assignments with a classmate, have them take notes for you and pick up any hand-outs. Also informing the instructor of your absence is **appreciated**. Correct grammar, mechanics, spelling and correct sentence structure ARE expected in any written work; points will be deducted. Classroom teachers are responsible for all the correspondence leaving their classroom, so mastery of the English language is important.

COURSE REQUIREMENTS:

	Points	Due Date
Technology Project: Reading Website Exploration	25	Sept. 3
Professional Article Review	40	Sept. 5
Multiculture Book	10	Sept. 19
Historical Book	10	Sept. 26
Newberry Book/Caldecott Book	10	Oct. 3
TEST I	100	Oct. 8
CASE STUDY	100	Oct. 10/15
Differentiated Instruction Unit	25	Dec. 3
FINAL EXAM (not comprehensive)	100	Dec. 12
Class Participation	45	

Bonus Points: Worksheet I and I Am Project

SCHEDULE:

Week 1—Introduction/ Chapter One

Week 2—Chapter 2

Week 3—Chapter 3/Burns Roe Book

Week 4—Chapters 4 and 5/Burns Roe Book

Week 5—Chapters 6 and 7/ Burns Roe Book

Week 6—Chapter 8

Week 7—Chapters 9 and 10

Week 8—Mid-term test—Chapter 11

Week 9—Chapter 12

Weeks 10-13—IN FIELD PRACTICUM—Oct. 21-Nov. 14

Week 14—Differentiated Instruction Unit

Week 15—FALL BREAK

Week 16—Gifted Materials

Materials on school test., poetry, phonics, Bloom’s Taxonomy and writing will be incorporated as schedule allows.

The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course.

VIP: Students need a grade of “C” or better in all coursework in order to proceed with the Practicum.

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 of Literacy and Informational Texts
 - a. Analyzing Text Structure and Elements
 - i. Narrative (Story Grammar)
 - ii. Informational/Expository (Descriptive, Temporal Sequence, Cause/Effect, Comparison, Problem/Solution)
 - 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
 - a. Technical meaning
 - b. Connotative meaning
 - c. Figurative meaning
 - 5. Content Area Reading Study Skills
 - a. Locating Information
 - i. i. Notetaking
 - ii. Outlining
 - iii. Summarizing
 - b. Text Features (e.g., Key Words, Sidebars, Hyperlinks, Graphs & Charts)
 - c. Reference Skills (e.g., Dictionary)
 - d. Factors Affecting the Level of Text Complexity
 - e. Strategies for integrating language arts across the curriculum
- IV. Instructional Materials for Reading (three weeks)
- A. Published Programs
 - B. Trade Books
 - C. Instructional Games (Including Manipulatives)
 - D. Technological Applications
- V. Motivating Pupils/Promoting Reading (one week)
- A. Reading to Students
 - B. Reinforcing/Expanding Student Interests
 - 1. Encouraging students to read widely and deeply
 - 2. Acquiring the habits of reading independently and closely
 - C. Incentive Programs
 - D. Opportunities to Establish a Personal Library
- VI. Communicating Student Progress (two weeks)
- A. Record-Keeping Systems
 - B. Classroom Case Study
 - C. Sample Letter to Parents

Academic Integrity

"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. "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."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

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 building blocks 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.
17. *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 across grades 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.

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.
