

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

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Office Hours: Tuesday 10:00am-12:00pm; Thursday 11:30am-1:30pm and Thursday 6:00pm-7:00pm; or by appointment

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Class Meetings: The class will meet on Tuesday and Thursday from 2:00 p.m. – 3:40 p.m. (Section 003).

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: Preprimer to twelfth grade* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.

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> <p>Dispositions: EC, PEP, IWS, SDE</p>

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-visual materials used.	Test #1: 10/10/13 - 150 pts. Test #2: 12/9/13 - 150 pts.	60 %
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).	10/31/13 - 125 pts.	25%
Article Reviews (2 @ 25 pts.)	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. (Refer to the guidelines on page 9 of the syllabus.)	Article #1: 9/19/13 - 25 pts. Article #2:10/24/13 - 25 pts.	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. NOTE: Five points will be deducted for each unexcused class absence.	25 pts.	5%
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 <u>two</u> additional assessments and <u>two</u> 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

Late Assignments: Late papers will be accepted, but will result in a point deduction which reflects the tardiness of the assignment. (One point will be deducted for each day for which the paper is late.) All assignments must be submitted by the last day of class for the semester (i.e., prior to the beginning of finals week).

Evaluation: Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions and completion of the case study. A total of 500 points is possible in the course. The following grading scale will be employed.

Grading Scale: 465 - 500 A 93% -100%
420 - 464 B 84% - 92%
375 - 419 C 75% - 83%
330 - 374 D 66% - 74%
329 and below F below 65%

COURSE OUTLINE

- I. Teaching Reading (one week)
 - A. An overview of the Reading Process Rubin & Opitz: Chapters 1 & 2
 - 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 Rubin & Opitz: Chapter 7
 - 1. Phonemic Awareness
 - 2. Concepts of Print
- C. Formal vs. Informal Assessment Rubin & Opitz: Chapters 3 & 6
- D. Assessment Devices
 - 1. Informal Procedures
 - a. Word lists
 - b. Informal Reading Inventories (IRI)
 - c. Observations/anecdotal records
 - d. Basal tests
 - e. Cloze procedure Rubin & Opitz: Chapter 8
 - f. Phonics inventories AND
 - g. Interest Inventories Roe/Burns
 - 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

----- MIDTERM-----

III. Organizing for Instruction (four weeks)

- A. Decision-Making for Effective Instruction
 - 1. Using Assessment Information in Lesson Development/Planning
 - 2. Grouping Purposes and Practices
 - 3. Individualizing for Special Needs Rubin & Opitz: Chapters 4 & 5
 - 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 Rubin & Opitz: Chapters 10 & 11
 - 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 Literature and Informational Texts Rubin & Opitz: Chapter 12
 - 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

- Rubin & Opitz: Chapter 13
5. Content Area Reading Study Skills
 - a. Locating Information
 - 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) Rubin & Opitz: Chapter 9
- 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) Rubin & Opitz: Chapters 14 & 15
- A. Record-Keeping Systems
 - B. Classroom Case Study
 - C. Sample Letter to Parents
- FINAL-----

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.

- *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.

JOURNAL ARTICLE REVIEWS

- The topics of the articles chosen should relate to the remediation of reading problems and address **specific strategies/techniques** that would be useful in working with a child struggling with some aspect of the reading process.
- Select **two** journal articles from either the *Illinois Reading Council Journal*, *The Reading Teacher*, or the *Journal of Adolescent and Adult Literacy*.
- Address the following points in your review and **include these headings** in your typed article review. (Each of the article reviews should be a **minimum** of two double-spaced pages in length.)

a) **Writing Conventions and APA Format** 5 pts.

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.

b) **Content Summary** 10 pts.

c) **Application to ELE 4880 Course Content** 5 pts.
(i.e., Diagnosis and Remediation of Reading Problems)

d) **Critical Evaluation** 5 pts.

- Please **submit a copy** of the original article with your review.

MINI-CASE STUDY

Assessments (Four Required)	Description of the Assessment Device	Testing Behavior	Summary of Results
<p>Interest Inventory (15 pts.)</p>	<ul style="list-style-type: none"> Describe the instrument Explain the steps used 	<ul style="list-style-type: none"> Impact of the testing environment Observations of the child's behavior 	<ul style="list-style-type: none"> Summary of data collected <ul style="list-style-type: none"> Child's Interests/Activities Attitude toward school/books/reading
<p>____ pts. / 5 pts.</p>		<p>____ pts. / 10 pts.</p>	
<p>Word Lists (25 pts.)</p>	<ul style="list-style-type: none"> Describe the instrument Explain the steps used 	<ul style="list-style-type: none"> Impact of the testing environment Observations of the child's behavior 	<ul style="list-style-type: none"> Summary of data collected <ul style="list-style-type: none"> Quantitative Qualitative Sample miscues and patterns noted... Inferences regarding <ul style="list-style-type: none"> Sight Vocabulary Word-attack Skills Placement Level
<p>____ pts. / 10 pts.</p>		<p>____ pts. / 15 pts.</p>	
<p>IRI Passages</p> <p>Oral Reading (40 pts.)</p> <p>PLUS</p>	<ul style="list-style-type: none"> Describe the instrument Explain the steps used 	<ul style="list-style-type: none"> Impact of the testing environment Observations of the child's behavior 	<ul style="list-style-type: none"> Summary of data collected <ul style="list-style-type: none"> Quantitative Qualitative Sample miscues and patterns noted... Inferences regarding <ul style="list-style-type: none"> Sight Vocabulary Word-attack Skills Comprehension Reading Levels <ul style="list-style-type: none"> Independent Instructional
<p>____ pts. / 10 pts.</p>		<p>____ pts. / 30 pts.</p>	
<p>Listening (20 pts.)</p>	<ul style="list-style-type: none"> Describe the instrument Explain the steps used 	<ul style="list-style-type: none"> Impact of the testing environment Observations of the child's behavior 	<ul style="list-style-type: none"> Summary of data collected <ul style="list-style-type: none"> Quantitative Qualitative Inferences regarding <ul style="list-style-type: none"> Comprehension Potential Reading Level The child's "gap"....
<p>____ pts. / 5 pts.</p>		<p>____ pts. / 15 pts.</p>	
<p>Writing Sample (25 pts.)</p> <p>OR</p> <p>Cloze (25 pts.)</p>	<ul style="list-style-type: none"> Describe the instrument Explain the steps used 	<ul style="list-style-type: none"> Impact of the testing environment Observations of the child's behavior 	<ul style="list-style-type: none"> Summary of data collected <ul style="list-style-type: none"> Letter Formation Spelling Sentence Structure Sample errors and patterns noted... Spelling Stage identified...
<p>____ pts. / 10 pts.</p>		<p>____ pts. / 15 pts.</p>	
<p>____ pts. / 10 pts.</p>		<p>____ pts. / 15 pts.</p>	

