

Eastern Illinois University
Early Childhood, Elementary and Middle Level Education Department
ELE 4880.001: Diagnostic – Prescriptive Reading Instruction
Spring, 2014

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Class Meetings: T/Th 10:00 – 11:40pm in Buzzard Hall, 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. (2007). *Roe/Burns informal reading inventory* (7th 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:

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. 	IPTS – 1, 2, 3, 4, 6, 7, 8
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. 	IPTS 1, 2, 3, 7, 9, 10, ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, ICLAS – 1, 2, 3 ACEI 3.5, 4.0, 2.1, 3.2, NAEYC 5.1, 5.2, 5.4, 2, 3, 4 NAEYC – 5 Dispositions: EC, PEP Dispositions: EC, PEP, IWS, SDE
Mini-Case Study	<ul style="list-style-type: none"> 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	<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. 	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	<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 	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

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 MLE 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	Brief Description	Points	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.	150 Mid-Term 3/6/2014 Final Exam Tues, May 6 10:15-12:15	50 %
Mini-Case Study (MGE)	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	125 Due (Before Practicum) 3/18/2014	Minimum of 20%

	informal assessment devices (e.g., an informal reading inventory).		
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.	30 Library Visit 10:00-11:40 1/25/2012 Due 2/4/2014	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.	30 Daily when course meets	5 – 10%
Optional assignments/ projects	Other items/ adjustments of percentages at teacher discretion and/or student need Technology project (e.g. <u>Reading Website exploration</u>) Language Experience Project Book Talks (e.g. Award Winning, Historical, and/ or Multicultural Books, ELL, RtI) Current Events Plan for Differentiated Instruction (i.e. a week in length)	30 4/22/2014	10%

Evaluation:

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

Grade Scale: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made.

Religious Observations: Eastern Illinois University policy on religious observations states that students should not be penalized in any way for participation in religious observations. Students shall be allowed, whenever possible, to make up academic assignment that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through EIU Testing and Evaluation office in order to help faculty and administrators improve teaching and learning at EIU. All information submitted is confidential. Campus will notify you when the course evaluation at EIU is open for you to complete your evaluations for spring semester courses. Please go directly to the website to complete the evaluation.

Missed single class due to illness: Once during a semester, a student's self-authored not will be accepted as an excuse for missing a minor schedule grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the not is correct, and a statement that the student understands that providing false information is a violation of the code of student conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events: Major Scheduled Grading Events(MGE) are indicated in the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons(see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements.

Providers should not include diagnostic information. Without this documents, opportunities to make up missed assignments or tests will not be provided.

Non-consecutive, medically necessitated absence from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Attendance: Students are expected to attend each class session, except in the case of illness and or extenuating circumstances(i.e. death in the family). In the case of absence, the student is responsible for retrieving class notes and handouts from classmates.

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Late Work Policy:

Assignments will automatically **be marked down one letter grade for each weekday** they are handed in late. Make-up exams will be given at the discretion of the instructor, based upon written document and the Eastern Illinois policy regarding excusable absences, to be found in the undergraduate catalogue. I do not accept any version, variety, or derivation of computer/printer/flash drive/diskette/hard drive/software or other technology-related problems as acceptable explanation for late submissions of assignments. Please make sure your assignments are copied ahead of time and ready for submission when they are due.

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. 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. 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 Student Interests
 - 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

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Early Childhood, Elementary and Middle Level Education Department
ELE 4880.001 Diagnostic – Prescriptive Reading Instruction
Spring, 2014
Course Outline

***Supplemental material will be used throughout this course to enhance your knowledge and understanding of reading. Please know that any modification may be made to this syllabus and is solely at the discretion of the professor of record.**

IC: In Class Assignment
HW: Homework Assignment
Course Packet will be used

Week 1

January 14, 2014(Tues)
Course Syllabus and Outline
Teaching Reading-The Reading Field-trip

January 16, 2014(Thurs)
A. An overview of the Reading Process
Our Yesterday (Intro to reading)
Our Today: Chapter 1-p.1-13

HW: Chapter 1-p.1-13

Week 2

January 21, 2014(Tues)
1. **Our Yesterday (Ch.1 p.1-13)**
2. **Our Today: Review Chapter 2-p.14-38**
3. Self-Fulfilling Prophecy
4. Role of the Reading Teacher
Planner
Organizer and Manager
Self-Evaluator

HW: Chapter 3-p.39-60

January 23, 2014 (Thurs)

B. Model of Diagnostic-Prescriptive Teaching

IC: Our Yesterday(Ch.2p.14-38)

Our Today: Review Chapter 3-p.39-60

Continue to review your reading packet

Formal vs. Informal Assessment

1. Standardized Tests/Formal Assessments

- a. Norm-referenced/Achievement
- b. Diagnostic
- c. Criterion-referenced

Using Alternative Assessment Techniques Across the Grades

- a. Difference among alternative, authentic, and performance assessment
- b. Portfolio Assessment
- c. Direct Observations
- d. Anecdotal Record
- e. Advantages of informal student interviews
- f. Examples of Interest Inventories

HW: Chapters 4 & 5

Week 3

January 28, 2014 (Tues)

IC: Our Yesterday

Our Today-Chapter 4 & 5 p. 89-103

***Recommendation: Review Ch. 5-Coincide with Listening Capacity for IRI p. 96-98**

HW: Continue reading reviewing course packet and practice

January 30, 2014 (Thurs)

Library visit

Week 4

February 4, 2014(Tues)

Our Yesterday: IC. Review Chapter 4 & 5

Our Today-Chapter 6 p.107-139

Journal Article Due!

Name of Child is also due!

February 6, 2014 (Thursday)

Our Yesterday: Review Chapter 6

Our Today-IC: Chapter 7 p.141-188

Emergent Literacy

1. Phonemic Awareness
2. Concepts of Print

Decision-Making for Effective Instruction

3. Using Assessment Information in Lesson
4. Development/Planning
5. Grouping Purposes and Practices
6. 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

Practice Oral Part of IRI and Graded Word List

Week 5

February 11, 2014 (Tues)

Practice Oral Part of IRI

IC: Our Yesterday: Review Chapter 7

Our Today-Begin Chapter 8-p.191-237 & Chapter 9 p.242-265

Continue to review your reading packet

- A. Levels of Reading Comprehension (**Burns & Roe Sections Part I p.1-12**)
 1. Independent
 2. Instructional
 3. Frustration
 4. Potential
- B. Assessment Devices (**Burns & Roe Sections Part II p. 13-47**)
 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
 - k. Visual Imagery

HW: Practice with your assigned partner (Levels of reading comprehension)

HW: Read Chapter 10 p.266-309

February 13, 2014 (Thurs)

Our Yesterday: Chapter 8-p.191-237 & Chapter 9 p.242-265

Our Today: Relax Alert

***Setting 1: Recommendation to begin give Interest Inventory**

*Setting 2: **Recommendation to begin the Graded Word List**

Week 6

February 18, 2014 (Tues)

IC: Our Yesterday: Relax Alert Results

Our Today: Begin Chapter 10 p.266-309

Intervention Strategies Chapter 10 p.266-309

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

HW: **Continue to review your reading packet**

Continue practicing IRI

***Stage 3: Graded Passages (Oral/Silent)- (February 20)**

February 20, 2014 (Thurs)

IC: Our Yesterday:

Our Today: Review Ch. 11 p. 311-353 (Vocabulary meaning)

Development

- a. Vocabulary Consciousness
- b. Three levels of knowing a word
- c. Sight Words
- d. Guidelines for Effective Vocabulary Instruction
- E. Vocabulary Strategies

HW: Continue to practice IRI

***Stage 4: Listening Comprehension and Cloze Passage**

Week 7

February 25, 2014 (Tues)

IC: Our Yesterday: Review Chapter 11

Our Today: Begin Chapter 12 Reading Comprehension p.356-409

- a. Enhancing Comprehension Chapter 12 p. 356-408
 - 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

February 27, 2014 (Thurs)

IC: Complete Chapter 12 Reading Comprehension Cont. if needed

IC: Putting it all together p. 454-527

Begin Graded Passages(Oral/Silent)

Graded Passages Form A pg. 73-88

Graded Passages Form B pg. 109-124

Graded Passages Form C pg. 145-160

Week 8

March 4, 2014 (Tues)

IC: Learn A Step-Do A Step

IC: Putting it all together p. 454-527

Begin Graded Passages(Oral/Silent)

Graded Passages Form A pg. 73-88

Graded Passages Form B pg. 109-124

Graded Passages Form C pg. 145-160

HW: Practice: Continue Graded Passages and Listening Capacity

March 6, 2014 (Thurs) Mid-Term Exam(Remaining chapters)

Week 9

March 11, 2014 (Tues)-Spring Break

March 13 2014 (Thurs)-Spring Break

Week 10

March 18, 2014 (Tues)-**Drop off Case Studies**

March 20, 2014 (Thurs)-**Practicum**

Week 11

March 25, 2014 (Tues)-**Practicum**

March 27, 2014 (Thurs)-**Practicum**

Week 12

April 1, 2014 (Tues)-**Practicum**

April 3, 2014 (Thurs)-**Practicum**

Week 13

April 8, 2014 (Tues) -**Practicum**

April 10, 2014 (Thurs)-**Practicum**

Week 14

April 15, 2014 (Tues)- Reflections on practicum experience

April 17, 2014 (Thurs)

IC: Our Yesterday: Making Sense out of everything/Application

Our Today Chapter 13 p. 410-435

Learning Strategies and Study Skills in a Diagnostic-Reading and Improvement Program

E. Reading to Students

F. Reinforcing Student Interests

G. Incentive Programs

H. Opportunities to Establish a Personal Library

HW: Technology Search (Instructional games to enhance learning)

Week 15

April 22, 2014 (Tues)

IC: Our Yesterday: Review Chapter 13

Our Today: Published Programs Chapter 107-139

A. Trade Books

B. Instructional Games (Including Manipulative)

C. Technological Applications

Optional assignment will be due

April 24: 2014 (Thurs)

Group Presentation from optional assignment

Week 16

April 29, 2014

May 1

Review for final exam

Week 17

May 6 Final Exam 10:15-12:15

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.

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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.
