

**Early Childhood, Elementary, and Middle Level Education Department**  
**MLE4280 Teaching Reading in the Middle-Secondary School**  
8-9:40 Tuesday and Thursday  
Room 2241 Buzzard

**Professor:** Dr. Bickford, Assistant Professor  
**Office:** Buzzard Hall 2441  
**Office Hours:** 12-1 on M/W; 10-1 on T/Th; Or by appointment  
**Phone:** Office: 217/581-7881  
**Email:** [jbickford@eiu.edu](mailto:jbickford@eiu.edu)  
**Web Address:** TBA (under construction)

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

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

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

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

**Course Textbook:**

Vacca, R. & Vacca J. (2008) *Content area reading (9<sup>th</sup> ed)*. Boston: Little Brown.

**Teaching Model:**

The Information-Processing Models

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

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

**Dispositions:**

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

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

**Standards**

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

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

**Outcomes Specific to MLE 4280:**

- Develop an enduring capacity to care, specifically, to care about the literacy needs of pupils by utilizing the content area classroom as a vehicle for teaching and extending the reading skills of pupils.
- Recognize that the vast range of individual differences in the middle school population requires a career-long dedication to acquiring, developing, and pursuing instructional strategies and resources which illuminate the essential concepts in each content field and enable pupils to read and comprehend textbooks and other reading materials literally, inferentially, and critically.
- Show their work in this class and will be judged on his/her ability to prepare a portfolio of teaching strategies for pre-reading, during reading, post reading, and study skills. Each student will teach a directed reading activity. In addition,

students will become familiar with a variety of reading materials and formulate a bibliography appropriate for use in the middle school class along with strategies for using these books in the classroom.

- Develop in each student a commitment for providing reading instruction in content area classrooms.
- Provide students with an understanding of the reading process
- Provide for cultural diversity and provide curriculum for students with special needs.

Reading Teacher Standard 1:

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

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

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

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

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

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

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

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

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

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

Reading Teacher Standard 3:

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

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

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

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

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

Course Requirement	Demonstrated Competencies	Standards (Illinois, ACEI Language Arts, Technology)
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	Standard 11: Professional Conduct and Leadership ACEI: 5.1 LA: 1A., 1B., 1C., 2H.  Dispositions: PEP, EC, SDE, IWS
Internet Assignment	Student uses skills and ability to search, locate, and use technology information on-line	Standard 7: Communication ACEI 3.1, 3.2, 3.3, 3.4, 3.5 LA: 2A., 2B. Tech: 1A., 1C., 1F., 2A.  Dispositions: PEP, EC, IWS
Traditional Exam	Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent/	Standards 2: Content Knowledge ACEI: 1; 4 LA: 2C., 2D., 2F.  Dispositions: PEP, EC
Card file, notebook, and book talk	Student develops a notebook and card file representing diverse populations in the choice of literature. In addition, student plans for instruction by offering a creative book talk which reflects student's understanding of alternative assessment.	Standard 3: Diversity Standard 4: Planning for Instruction Standard 8: Assessment ACEI: 3.1, 3.2, 3.3 LA: 3B., 3F.  Dispositions: PEP, EC, SDE, PTSL, IWS

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

Course Requirement	Demonstrated Competencies	Weighted Assessment	Due Date
Participation	Participation includes presence in and contribution to class sessions and support of peers in group work.	10% (20 points)	Ongoing
Internet Assignment	Student uses skills and ability to search, locate, and use technology information on-line	5% (10 points)	Week 2
Traditional Exam	Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent by taking an exam	10% (20 points)	Week 17
Books ( <b>contained in portfolio</b> ) & Book Talks	Student develops a notebook representing diverse populations in the choice of literature. In addition, student plans for instruction by offering <i>two</i> creative book talks which reflects understanding of alternative assessment.	10% (Notebook: 5%, 10 pts; Book Talk, 5%, 5 points each)	<b>Notebook on Books:</b> In portfolio (due week 16) <b>Book Talks:</b> Weeks 5 & 13
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and supports interaction in the classroom.	20% (40 points total; 20 points each)	LitCircI: Week 3 LitCircII: Week 13
Response Journal ( <b>contained in portfolio</b> )	The competent teacher is reflective and continually evaluates himself/herself through a response journal.	10% (20 points)	In portfolio (due week 16)

Reading Strategies (contained in portfolio)	Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom.	5% (10 points)	In portfolio (due week 16)
Strategy Presentation	Student develops a lesson plan and presents an individual content area reading strategies in the classroom demonstrating knowledge and understanding of students' needs for diverse accommodations	5% (10 points)	Week 2-16
Article Review	Select a current (2000 -) article to research regarding any component of reading, literacy, writing, etc.	5% (10 points)	Week 15
Constructive Controversy (Research and participation)	Student actively participates in a group during <i>Constructive Controversy</i> unit. This includes, but is not limited, to reading, research, preparation, and discussion.	20% (40 points)	Week 6 & 11

**Grading Scale:** A = 100-93%, B = 92-86%, C = 85-76%, D = 75-70%, F= Below 70%

**Portfolio:**

- Section on "Reading strategies":** Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. Student develops a lesson plan and presents an individual content area reading strategies in the classroom demonstrating knowledge and understanding of students' needs for diverse accommodations. (You will present only one.) **10 points**
- Section on "Books":** Student develops a notebook representing diverse populations in the choice of literature. You will construct and share summaries with peers; you will receive summaries from peers also. Thus, you will use summaries from what you read in both Lit Circles, from your book talks, and from your peers' book talks. **10 points**
- Section on "Response Journal" (or "study packet"):** Student reflectively and continually self-evaluates through response journal (or study packet). **20 points**

**Book Talks:**

You will plan for instruction by offering two creative book talks, both of which reflect understanding of alternative assessments, literacy, reading strategies, etc. (You will present two, but these will be judged separately from portfolio.) **5 points each**

**Journal Article Reviews:**

Locate an article about advisory, exploratory, and/or academic enrichment in the middle school. The review will be a minimum of **TWO** typewritten pages (double-spaced). Please submit a copy of the article with the review.

- Type the complete citation using **APA** style.
- Write a succinct summary of the content of the article.
- Write your reaction to the article.
- Quality – grammar, spelling, punctuation, page length, etc.

Be sure to use appropriate journals such as Phi Delta Kappan, Educational Leadership, Middle School Journal. If you use an article from the Internet, you **must** have the author, where and when the article was published, and a copy of the entire article. **I will email various articles which I find interesting, engaging, and significant. You may choose (but are not required) to use these.**

**Assignments**

- Participation
- Internet Assignments
- Book Talks
- Literature Circle:
  - I
  - II
- Portfolio
  - Response Journal
  - Reading Strategies
  - Books
- Reading Strategy Presentation
- Article Review
- Constructive Controversy
- Exam

**Due Dates**

- Ongoing
- Week 2, 9/01
- Week 5 & 13
- Week 3, 9/10
- Week 13, 11/19
- Week 16, 12/10
- Week 15, 12/03 (or anytime prior)
- Weeks 6 & 11 (it "bridges" your Practicum!)
- Week 17, 12/14, 8-10:00 a.m.

**COURSE OUTLINE**  
(which is subject to change):

Week 1

Aug. 25, (Tues.)      Discuss syllabus, assignments, teams, etc.  
**HW: Read Chapter 1; Response Questions; Internet Assignment (Due 9/01)**

Aug. 27, (Thurs.)      Chapter 1 – Reading Matters  
                                 Teams assigned  
                                 Groups assigned  
                                 *Ordeal by Cheque*  
**HW: Read Chapter 2; Response Questions; Internet Assignment (Due 9/01)**

Week 2

Sept. 01, (Tues.)      Chapter 2 – From Struggling Readers to Striving Readers  
                                 [Student-Presented Reading Strategy](#)  
                                 **Internet Assignment due**  
**HW: Read Chapter 3; Response Questions**

Sept. 03, (Thurs.)      Chapter 3 – Culturally and Linguistically Diverse Learners  
                                 [Student-Presented Reading Strategy](#)  
                                 Book Talk Selection  
**HW: Read Chapter 4; Response Questions**

Week 3

Sept. 08, (Tues.)      Chapter 4 – Assessing Students and Texts  
                                 [Student-Presented Reading Strategy](#)  
**HW: Prepare for Literature Circle #1**

Sept. 10, (Thurs.)      **Literature Circle #1 (participation)**  
**HW: Read Chapter 5; Response Questions**

Week 4

Sept. 15, (Tues.)      Chapter 5 – Developing Vocabulary and Concepts  
                                 [Student-Presented Reading Strategy](#)  
**HW: Read Chapter 6; Response Questions**

Sept. 17, (Thurs.)      Chapter 6 – Activating Prior Knowledge and Interest  
                                 [Student-Presented Reading Strategy](#)  
**HW: Read Chapter 7; Response Questions; Prepare for Book Talk #1**

Week 5

Sept. 22, (Tues.)      Chapter 7 – Engaging Students in Reading  
                                 **Book Talk #1**  
                                 [Student-Presented Reading Strategy](#)  
**HW: Read Chapter 8; Response Questions**

Sept. 24, (Thurs.)      Chapter 8 – Writing to Learn  
                                 [Student-Presented Reading Strategy](#)  
                                 Select *Constructive Controversy* topic(s)

Week 6

Sept. 29, (Tues.)      **Constructive Controversy Data Collection and Discussion Preparation**  
                                 (I will have computers, but you can certainly bring your own laptop!)  
**HW: Read information; Reflect in your response journal which reading, learning, writing strategies you are using**

Oct. 1, (Thurs.)      **Constructive Controversy Data Collection and Discussion Preparation**  
                                 (I will have computers, but you can certainly bring your own laptop!)  
**HW: Read information; Reflect in your response journal which reading, learning, writing strategies you are using**

\*\*\*\*\*  
**Oct. 5 – Oct. 30      Practicum – No Class**  
\*\*\*\*\*

Week 11

Nov. 03, (Tues.)      **Constructive Controversy Discussions & Debates**  
HW: Reflect in your response journal what you learned, what might have improved *Constructive Controversy* unit, etc.

Nov. 05, (Thurs.)      **Constructive Controversy Discussions & Debates**  
HW: Read Chapter 9; Response Questions

Week 12

Nov. 10, (Tues.)      Chapter 9 – Working Smart: Study Strategies and Guides  
Student-Presented Reading Strategy  
HW: Read Chapter 10; Response Questions

Nov. 12, (Thurs.)      Chapter 10 – Bringing Students and Text Together  
Student-Presented Reading Strategy  
HW: Prepare for Book Talk #2

Week 13

Nov. 17, (Tues.)      **Book Talk #2**  
Student-Presented Reading Strategy  
HW: Prepare for Literature Circle #2

Nov. 19, (Thurs.)      **Literature Circle II**  
Student-Presented Reading Strategy  
No Homework! ☺

\*\*\*\*\*  
**Nov. 23 – Nov. 27      Fall Break – No Class**  
\*\*\*\*\*

Week 15

Dec. 01, (Tues.)      **Text Analysis:**  
Meet at Library  
Participate in textbook analysis  
HW: Read Chapter 11; Response Questions

Dec. 03, (Thurs.)      Chapter 11 – Learning with Trade Books  
**Article Reviews are due**  
Student-Presented Reading Strategy  
HW: Read Chapter 12; Response Questions

Week 16

Dec. 08, (Tues.)      Chapter 12 – Learning with Electronic Books  
Student-Presented Reading Strategy

Dec. 10, (Thurs.)      Construction of final exam  
Student-Presented Reading Strategy  
**Portfolios are due**  
HW: Study

\*\*\*\*\*  
**Dec. 14, (Mon.)      Final Exam 8-10 a.m.**  
\*\*\*\*\*

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

Aarnoutse, C. & Schellings, G. (2003). Learning reading strategies by triggering reading motivation. *Educational Studies*, 29(4), 387-409.

- Asselin, M. (2002). Vocabulary instruction. *Teacher Librarian*, 29(3), 57-59.
- Balajthy, E. (2002). Issues in technology: Information technology and literacy assessment. *Reading & Writing Quarterly*, 18, 369-373.
- Blachowicz, C.L.Z., & Fisher, P. (2004). Vocabulary lessons. *Educational Leadership*, 61(6), 66-69.
- Bruener, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- Bransford, J., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. Washington: National Academies Press.**
- Burkhard, R. (). *Inventing powerful pedagogy: Share. 'Steal'. Revise. Own*. National Middle School Association.**
- Byrd, M. (2001). Technology helps increase reading scores. *Media & Methods*, 38(1), 12-14.
- Cordry, S., & Wilson, J.D. (2004). Parents as first teacher. *Education*, 125(1), 56-62.
- Cullinan, B., Dove, T., Estice, R. & Lanka, J. (2008). *Becoming conscious of different perspectives*. *Social Studies and the Young Learner*, 20, 4, 18-21.**
- Crowe, L.K. (2005). Comparison of two oral reading feedback strategies in improving reading comprehension of school-age children with low reading ability. *Remedial and Special Education*, 26(1), 32-42.
- Daniels, H., Zemelman, S., & Bizar, M. (1999). Whole language works: Sixty years of research. *Educational Leadership* 57(2), 32-37.
- Day, R.R., & Park, J. (2005). Developing reading comprehension questions. *Reading in a Foreign Language*, 17(1), 1-14.
- Denner, P.R., & McGinley, W.J. (1992). *Effects of pre-reading activities on junior high students' recall*. *Journal of Educational Research*, 86(1), 11-19.**
- Dewey, J. (1933). *How we think*. New York: Houghton Mifflin Company.**
- Fischer, C. (2003). Revisiting the reader's rudder: A comprehension strategy. *Journal of Adolescent & Adult Literacy*, 47(3), 248-256.
- Foil, C. R., & Alber, S.R. (2002). Fun and effective ways to build your student's vocabulary. *Intervention in School and Clinic*, 37(3), 131-139.
- Fournier, D.N.E., & Graves, M.F. (2002). *Scaffolding adolescent's comprehension of short stories*. *Journal of Adolescent and Adult Literacy*, 46(1), 30-39.**
- Fowlert, A.E. & Swainson, B. (2004). Relationships of naming skills to reading, memory, and receptive vocabulary: Evidence for imprecise phonological representations of words by poor readers. *Annals of Dyslexia*, 54(2), 247-280.
- Grant, J.M.A. (2004). Are electronic books effective in teaching young children reading and comprehension? *Effectiveness of Electronic Books*, 31(3), 303-308.
- Hamilton, C., & Shinn, M.R. (2003). Characteristics of word callers: An investigation of the accuracy of teacher's judgments of reading comprehension and oral reading skills. *School Psychology Review*, 32(2), 228-240.
- Harley, B., Howard, J., & Roberge, B. (1996). Teaching vocabulary: An exploratory study of direct techniques. *Canadian Modern Language Review*, 53, 281-304.
- Hasselbring, T. & Goin, L. (2004). Literacy instruction for older struggling readers: What is the role of technology? *Reading & Writing Quarterly*, 20, 123-144.
- Hibbling, A.N. & Rankin-Erickson, J.L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *The Reading Teacher*, 56(8), 758-770.
- Ivey, G. & Baker, M.I. (2004). Phonics instruction for older students? Just say no. *Educational Leadership*, 35-39.
- Jackson, B. & Jamieson, K. (2007). *Un-Spun: Finding facts in a world of disinformation*. New York: Random House.**
- Johnson, D. & Johnson, R. (2005). *Democratic decision making, political discourse, and constructive controversy*. *Cooperative Link*, 20, 1, 3.**
- Johnson, D. & Johnson, R. (2007). *Creative constructive controversy: Intellectual challenge in the classroom*. Edina, MN: Interaction Book Company.**

- Johnson, D. & Johnson, R. (2009). Energizing learning: The instructional power of conflict. *Educational Researcher*, 38, 1, 37-51.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1990). *Circles of learning: Cooperation in the classroom* (3<sup>rd</sup> ed.) Edina, MN: Interaction Book Co.
- Johnson, D., Johnson, R., & Johnson, F. (1976). Promoting constructive conflict in the classroom. *Notre Dame Journal of Education*, 7, 163-168.
- Johnston, S.S., Tulbert, B.L., Sebastian, J.P., Devries, K., & Gompert, A. (2000). Vocabulary development: A collaborative effort for teaching content vocabulary. *Intervention in School and Clinic*, 35(5), 311-315.
- Klingner, J.K., Vaughn, S., Arguelles, M.E., Hughes, M.T., & Leftwich, S.A. (2004). Collaborative strategic reading: "Real-World" lessons from classroom teachers. *Remedial and Special Education*, 25(5), 291-302.
- Kramarski, B. & Feldman, Y. (2000). Internet in the classroom: Effects on reading comprehension, motivation, and metacognition. *Education Media International*, 37(3), 149-155.
- Laverty, M. & Gregory, M. (2007). Evaluating classroom dialogue: Reconciling internal and external accountability. *Theory and Research in Education*, 5, 3, 281-308
- National Middle School Association (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: National Middle School Association.
- Pearce, R. (2002). Case-based structured conflict: A means for enhancing classroom learning. *Journal of Management Education*, 26, 6, 732-744.
- Pressley, M., Roehrig, A., Bogner, K., Raphael, L., & Dolezal, S. (2002). Balanced literacy instruction. *Focus on Exceptional Children*, 34(5), 1-14.
- Pretzel, D.R. & Smith, J.A. (2004). Accelerating struggling readers' progress: A comparative analysis of expert opinion and current research recommendations. *Reading & Writing Quarterly*, 20, 63-89.
- Richards, J.C. & Gipe, J.P. (2000). Focus on mainstreaming: Reading comprehension games for young students in mainstreaming settings. *Reading & Writing Quarterly*, 16, 75-80.
- Schmidt, R.J., Rozendal, R.S., & Greenman, G.G. (2002). Reading instruction in the inclusion classroom: Research-based practices. *Remedial and Special Education*, 23(3), 130-140.
- Sculman, L. (1987). Learning to teach. *AAHE Bulletin*, 5-6.
- Simpson, P.L. (1996). Three step reading vocabulary strategy for today's content area reading classroom. *Reading Improvement*, 33, 76-80.
- Smith, C.B. (1997). *Vocabulary instruction and reading comprehension*. Bloomington, IN.: ERIC Clearinghouse on Reading English and Communication. (ERIC Document Reproduction Service No. ED. 412506).
- Smith, M. & Wilhelm, J. (2002). *"Reading don't fix no Chevys": Literacy in the lives of young men*. Portsmouth, NH: Heinemann.
- Smith, M. & Wilhelm, J. (2006). *Going with the flow: How to engage boys (and girls) in their literacy learning*. Portsmouth, NH: Heinemann.
- Wilhelm, J., Baker, T., & Hackett, J. (2001). *Strategic reading: Guiding students to lifelong literacy, 6-12*. Portsmouth, NH: Heinemann.
- Van Keer, H. (2004). Fostering reading comprehension in fifth grade by explicit instruction in reading strategies and peer tutoring. *British Journal of Educational Psychology*, 74, 37-40.
- Villaume, S.K. & Brabham, E.G. (2003). Phonics instruction: Beyond the debate. *The Reading Teacher*, 56(5), 478-482.
- Wren, S. *Developing research-based resources for the balanced reading teacher: What does "balanced approach" to reading instruction mean?* (2003, August). Retrieved June 23, 2005 from <http://www.balancedreading.com/balanced.html>

\*\*\*\*\*  
 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.  
 \*\*\*\*\*