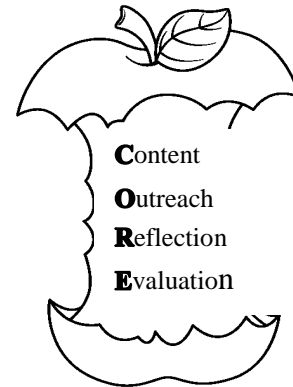


Eastern Illinois University
Early Childhood, Elementary and Middle Level Education Department
ELE 4880.002: Diagnostic – Prescriptive Reading Instruction

Semester: Fall 2016
Instructor: Denise E. Reid
Office: Buzzard 2211
Email: dereid@eiu.edu
Office Hours: M/W 12:30 – 1:30 p.m. and T/TH 10:00 – 11:00 a.m.
Phone: 217-581-5728 (Messages Only)
Class Meetings: T/TH in 2160 Buzzard Hall
 8:00 – 9:40 a.m.



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: Course Packet - Purchase the course packet in the University Book Store.

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 (pp 10-13).
- **Social Models:** When we work together, we generate a collective energy called *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. (pp. 13-15) Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th 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 and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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 are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions <http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Association for Childhood Education International (ACEI): <http://www.isbe.net/rules/archive/pdfs/20ark.pdf>
- National Association for the Education of Young Children (NAEYC): <http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- Association for Middle Level Education: <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm

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:

Teacher candidate will:

- 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 addressing the NILS/CCSS to help the individual student improve.

Course (Core) Requirements	Demonstrated Competencies	Standards
Examinations/Tests	<ul style="list-style-type: none"> • The teacher candidate 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>AMLE B2a, B2c,</p> <p>SEL 1C.5b, 2B.5a, 2B.5a, 3A.5b</p> <p>Dispositions: EC, PEP</p>
Mini-Case Study	<ul style="list-style-type: none"> • The teacher candidate will administer, score, and interpret a variety of informal reading assessments. • The teacher candidate will compile a case study for an individual child based on the assessment data collected. • The teacher candidate will profile the child's strengths and weaknesses in reading. • The teacher candidate will recommend specific intervention strategies. 	<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>AMLE A1a, A1b, A1c, B2a, B2c, C4a, C4b, C4c,</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>SEL – 1C.1b, 2A.1b, 3C.1a</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p>
Article Review	<ul style="list-style-type: none"> • The teacher candidate will review an article from a professional journal and compose a written review that reflects his/her ability to relate the information to the 	<p>IPTS - 3G, 3M, 5A, 5G, 6H,</p>

	<p>model of diagnostic/prescriptive reading presented in the course.</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>AMLE d5a, D5d</p> <p>SEL – 1C.5b, 2b.5a, 3B.5b</p> <p>Dispositions: EC, PEP, SDE</p>
Class Participation	<ul style="list-style-type: none"> The teacher candidate 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>AMLE D5a, D5d</p> <p>SEL – 1C.5b, 2B.5a, 2C.5a, 3A.5b</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 understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.		50 %
Mini-Case Study	The mini-case study is a profile of an individual student's literacy development. The case study contains an analysis and interpretation of the qualitative and quantitative data collected using informal assessment devices (e.g., an informal reading inventory). The written report will include intervention strategies addressing the NILES/CCSS.		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</i>		10 %

	<i>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.		
Class Participation	Class attendance and participation are expected in the course. The teacher candidate will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.		5-10%
Optional assignments/projects	Other items/adjustments of percentages at teacher discretion and/or student need. Optional assignments/projects will address the NELS/CCSS. <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) • Pertinent Readings/Video 		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

** The instructor will provide detailed instructions and expectations for each assignment. Topics, assignments, readings and due dates are on the course calendar. The course calendar will be posted on D2L.*

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

Course Assignments and Expectations: All assignments must be turned in by the due date, unless approved by instructor. Points will be deducted for late assignments. All assignments must be completed in an *exemplary* fashion in order to receive an A.

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



***COURSE ASSIGNMENTS**

Assignment	Total # of Points	Due Date
Participation (Readings/Writings/Homework)	60 points	Ongoing
Article Review 1	40 points	9/1/2016
Article Review 2	40 points	9/22/2016
Midterm	80 - 100 points	10/18/2016
Case Study	100 points	TBA
Reading Strategy Assignment	40 points	TBA
Final	50 points	12/12/2016

COURSE OUTLINE

- I. Teaching Reading (one week)
 - A. An overview of the Reading Process ... Top – Down Model of Reading (Smith, 2012)
 - B. Model of Diagnostic-Prescriptive Teaching
- II. Assessment (four weeks)
 - A. Levels of Reading Competence (Betts, 1946)
 1. Independent
 2. Instructional
 3. Frustration
 4. Potential
 - B. Emergent Literacy (Clay, 1993)
 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)...Reinspection (Cardarelli, 1988)
 - c. Observations/anecdotal records
 - d. Basal tests
 - e. Cloze procedure
 - f. Phonics inventories
 - g. Interest Inventories
 - h. Miscue analysis (Goodman, 1973)
 - i. Diagnostic spelling tests
 - j. Oral & written language samples...Spelling Stages (Gentry, 1982)
 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...Cross-age Reading (Labbo & Teale, 1990)
 4. Individualizing for Special Needs...Language Experience Approach (Stahl & Miller 1989)
 - a. Factors that Support Student Learning
 - b. Factors that Place Students "At Risk"
 - c. Teaching Non-English Speaking Students
 - d. MTSS (Multi-tiered System of Support) and RtI (Response to Intervention)
 - e. Making Referrals
 - i. Writing IEP's
 - ii. Implementation
 - B. Intervention Strategies...Tracing Technique (Fernald & Keller, 1921)

1. Effective Word Identification...Color Cues (Allington, 1975)
 - a. Sight words...Basic Sight Word List (Dolch, 1948)
 - b. Phonics
 - c. Structural analysis
 - d. Contextual analysis...Focused Cloze (Allen, 2007)
2. Building Fluency
 - a. Echo reading (Rasinski, 1998)
 - b. Choral reading
 - c. Readers theater (Martinez, Roser, & Stecker, 1999)
3. Enhancing Comprehension of Literary 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 (Ogle, 1986); KWHHL (Szabo, 2006)
 - iii. DRTA
 - iv. Think-Alouds
 - v. Question-Answer Relationships (QAR) Raphael & Pearson, 1985)
 - vi. Graphic/Semantic Organizers
 - vii. Metacognition (Tanner, 2012)
 - viii. Connections
 - ix. Visual Imagery
4. Vocabulary (meaning) Development (Marzano, 2010)
 - a. Technical meaning
 - b. Connotative meaning
 - c. Figurative meaning
5. Content Area Reading Study Skills...Request Procedure (Manzo, 1969)
 - a. Locating Information...Think Sheets (Harvey & Goudvis, 2007)
 - 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 (CCSS-Appendix A, pages 2-10) and Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on 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, or go to 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 4880 Suggested Reading

***Denotes Unit Conceptual Framework References**

****Denotes References for Course Specific Theorists/Researchers**

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.

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

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Opitz, M. F., Ford, M. P., & Erikson, J. A. (2011). *Accessible assessment: How 9 sensible techniques can power data-driven reading instruction*. Portsmouth, NH: Heinemann.

Optiz, M., & Rasinski, T. (1998). *Good-bye Round Robin*. Portsmouth, NH: Heinemann.

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- 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.
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- **Smith, F. (2012). *Understanding reading: A psycholinguistic analysis of reading and learning to read*. (6th ed.). New York: Routledge.
- 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.
- **Betts, E. A. (1946). *Foundations of reading instruction: With emphasis on differentiated guidance* (4th ed.). New York: American Book Co.
- **Cardarelli, A. F. (1988). The influence of reinspection on students' IRI results. *Reading Teacher*, 41(7), 664-667.
- 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.
- **Gentry, R. (1982). An analysis of developmental spelling in GNYS AT WRK. *Reading Teacher*, 36, 192-200.
- 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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- 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.
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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.

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

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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.

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Approved for Fall 2016

Reading Teacher, 47(4), 292-301.

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**Marzano, R. J. (2010). *Teaching basic and advanced vocabulary: A framework for direct instruction*. Boston: MA Heinle.

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**Ogle, D.M. (1986). K-W-L: A teaching model that develops active reading of expository text. *Reading Teacher*, 39, 564-570.

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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.

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Raphael, T. E., Highfield, K., & Au, K. H. (2006). *QAR Now: A Powerful and Practical Framework that Develops Comprehension and Higher-level Thinking in All Students*. New York: Scholastic.

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Course Specific Glossary:
1. Assessment – A broad term that covers various types of tests and measurement.
2. At-risk students – Those students who because of their backgrounds or other factors are in danger of failing in school.
3. Automaticity – The rapid, effortless, accurate decoding of words.
4. Base – A word to which affixes are added to create new words.
5. Capacity level – The highest level at which a learner can understand material when it is read aloud to him or her.
6. Chapter 1 – Renamed Title I in 1994.
7. Cloze test – Reader must supply words which have been systematically deleted from a passage.
8. Comprehension – Understanding; the ability to get the meaning of something.
9. Context clues – Information found in the surrounding text that enables a reader to determine the meaning (and sometimes the pronunciation) of a word.
10. Cross-age tutoring – Students from upper grades work with children from lower grades.
11. Diagnosis – The act of identifying difficulties and strengths from their signs and symptoms, as well as the investigation or analysis of the cause or causes of a condition, situation, or problem.
12. Diagnostic teaching – The practice of continuously trying a variety of instructional strategies and materials based on the needs of students.
13. Dyslexia – Severe reading disability.
14. Educational factors – Those factors that come under the domain or control of the educational system and influence learning.
15. Encoding – The process of selecting the appropriate letter sequence to spell the sounds in written words.
16. English language learners (ELL) – Teaching that concentrates on helping children who speak a language other than English or who speak nonstandard English to learn standard English as a language.
17. Experience story/chart – A basic teaching technique in reading founded on experiences of students.
18. Fluency – The ability to read connected text accurately, quickly, and with expression.
19. Frustration reading level – The child reads with many word recognition and comprehension errors. It is to be avoided.

20. Graphic organizer – A graphic representation used to illustrate concepts and relationships among concepts such as classes, properties, and examples.
21. Independent reading level – Level at which the child reads on his or her own without any difficulty.
22. Inference – Understanding that is not derived from a direct statement but from an indirect suggestion in what is stated; understanding that is implied.
23. Informal reading inventory (IRI) – A valuable aid in helping teachers determine a student’s reading levels and his or her strengths and weaknesses. It usually consists of oral and silent reading passages selected from basal readers from the preprimer to the eighth-grade levels.
24. Instructional reading level – The level at which a student should be receiving reading instruction.
25. Interactive reading models – The construction of meaning through the interaction of the reader and text.
26. Interest inventory – A statement or questionnaire method that helps teachers learn about likes and dislikes of students.
27. Invented spelling – A process by which writers create their own version of written words based on their knowledge of sound-symbol relationships.
28. Language-experience approach – A non-structured emerging reading program based on students’ experiences, which incorporates all aspects of the language arts into reading.
29. Listening/capacity level – The highest level at which a learner can understand material when it is read aloud to him or her.
30. Literacy – The process of reading and writing.
31. Literal comprehension – The ability to obtain a low-level type of understanding by using only information that is explicitly stated.
32. Metacognition – Thinking critically about thinking; refers to individuals’ knowledge about their thinking processes and ability to control them.
33. Miscue – Unexpected response to print.
34. Miscue analysis – A process that helps teachers learn how readers get meaning from language.
35. Morpheme – The smallest individually meaningful element in the utterances of a language.
36. Paired reading – The child reads aloud simultaneously with another person.
37. Question Answer Relationships (QARs) – A system of prompts or cues that helps students distinguish between “what they have in their heads” and information that is in the text.
38. Reading process – Concerned with the affective, perceptual, and cognitive domains.
39. Reading Recovery Program – An early individualized, one-on-one intervention program for first-graders who are experiencing difficulty in learning to read.
40. Recreational reading – Reading primarily for enjoyment, entertainment, and appreciation.
41. Repeated reading – Child re-reads a passage until he/she gains confidence & fluency.

42. Reversals – Confusion of letters and words by inverting them; for example, <i>b = d</i> , <i>was = saw</i> , and vice versa.
43. Running record – Documentation of a child’s reading performance by recording miscues or deviations from the text.
44. Schemata – These structured designs are the cognitive arrangements by which the mind is able to categorize incoming stimuli.
45. Schema theory – Deals with relations between prior knowledge and comprehension.
46. Segmentation – The process of breaking words into their component phonetic elements; recognizing that the word mat consists of three phonemes /m/ /a/ /t/.
47. Self-fulfilling prophecy – Teacher assumptions about children become true, at least in part, because of the attitude of the teachers, which in turn becomes part of the children’s self-concept.
48. Semantic clue – Meaning clue.
49. Sight words – Words that readers recognize instantaneously without needing to analyze them.
50. Structural analysis – The process of determining the pronunciation and meaning of words by analyzing the structural elements of bases, roots and affixes.
51. Syntax – Refers to word order or position of the word in a sentence.
52. Think aloud - Modeling strategy involving “thinking out loud”; verbalizing one’s thoughts to help students gain understanding.
53. Top-down reading models – These models depend on the reader’s background of experiences and language ability in constructing meaning from the text.
54. Unaided recall – The process of finding the answer to a question in one’s memory without rereading the text or notes.
55. Visual discrimination – The ability to distinguish differences and similarities between written symbols.
56. Vocabulary consciousness – An awareness that words may have different meanings based on their context and a desire to increase one’s vocabulary.
57. Whole word method – An approach to teaching reading that involves having children memorize entire words.
58. Word recognition – A twofold process that includes both the identification of printed symbols by some method so that the word can be pronounced and the association of meaning to the word after it has been properly pronounced.