Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 5260 Advanced Developmental Reading

Semester: Fall, 2016
Credit Hours: 3 semester hrs.
Prerequisites: ELE3280 or ELE3281, or permission of department chair.
Instructor: Dr. Debbie Harrison
Office: Buzzard Hall 2219
E-mail: dharrison@eiu.edu
Office Hours: Tuesday, 10:00-noon; Wednesday, 3:30-4:30; Thursday, 11:00-noon and by appointment
Phone: (765) 509-0083 (cell)
Class Meetings Wednesday, 4:30-7:00

Unit Theme:
Educator as a Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, Societies and Technologies.

Graduate Mission Statement:
The Graduate Program in Elementary Education advances scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

Outcomes for all Graduate Students at Eastern Illinois University:
Graduate students will:
1. possess content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relationships within the school community and profession in which they work.

Course Description: A study of current issues in reading instruction, including a contemporary view of literacy processes, goals of reading instruction, approaches to instruction, and assessment procedures.

Rationale/Purpose: This course is intended to extend students' basic understanding of literacy instruction, including critical evaluation of trends and issues. It is required for those pursuing a M.S. in Elementary Education.

Course Goal: To provide teachers with effective practices that have been substantiated by research findings

Models of Teaching:
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.

Textbook:

Gunning, T. (2013). *Creating literacy instruction for all students* (8th ed.). Boston: Pearson Education Inc.

Supplemental Materials:

Illinois Common Core Standards http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf
Illinois Professional Teaching Standards http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

Performance Outcomes:
- The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
- The competent reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
- The competent reading teacher knows exemplary programs and practices in reading education.
- The competent reading teacher knows state & national educational standards that are relevant to reading education.
- The competent reading teacher uses various tools to estimate the readability of texts.
- The competent reading teacher uses technology to support reading & writing instruction.
- The competent reading teacher locates, evaluates, & uses literature for readers of all abilities & ages.
- The competent reading teacher determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals.
- The reading teacher understands the differences between reading skills & strategies & the role each plays in reading development.

Core Assignments

Course Requirement	Demonstrated Competencies	Aligned Standards for Graduate Programs at Eastern Illinois University
Participation	Knowledge Indicators: The competent reading teacher knows State & national educational standards that are relevant to reading education.	1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking & problem solving 6.a. the ability to collaborate with other professionals to promote the success of their clientele
Technology Awareness Assignment	Performance Indicator: The competent reading teacher uses various tools to estimate the readability of texts. The competent reading teacher uses technology to support reading & writing instruction.	1.a. a depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 2.a. critical thinking & problem solving
Research paper	Knowledge Indicator: The competent reading teacher knows theoretical models and philosophies of reading education and	1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice

	their relevance to instruction. Performance Indicator: The competent reading teacher uses various tools to estimate the readability of texts. The competent reading teacher uses technology to support reading & writing instruction	1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking & problem solving 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline
Oral Presentation on Research Paper	Performance Indicator: The competent reading teacher uses technology to support reading & writing instruction	1.a. a depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking & problem solving 3.a. effective oral communication skills 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice
Discussion Question Packet	Knowledge Indicator: The competent reading teacher knows the history of reading instruction and its relevance to current theory and practice. The competent reading teacher	1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 5.f. an ability to engage in reflective practice

	knows theoretical models and philosophies of reading education and their relevance to instruction. The competent reading teacher is aware of trends, controversies, & issues in reading education	6.a. the ability to collaborate with other professionals to promote the success of their clientele
Book Series/Reading Program Presentation	Knowledge Indicator: The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12. The competent reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read. The competent reading teacher knows a wide range of quality literature for students. The competent reading teacher knows State and national educational standards that are relevant to reading education. The competent reading teacher knows exemplary programs and practices in reading education. Performance Indicator: The competent reading teacher adjusts reading instruction to meet the needs of diverse learners as well as those who speak non-standard dialects. The competent reading teacher locates, evaluates, & uses literature for readers of all abilities & ages. The competent reading teacher uses various tools to estimate the readability of texts. The competent reading teacher determines strengths and needs of individual students in the areas of reading, writing, and spelling.	1.a. a depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 3.a. effective oral communication skills 5.a. an understanding of individual differences in clientele 5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace 5.c. a respect for individual differences through the use of rich and varied approaches 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice

	The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals.	
Journal Article Reviews	Knowledge Indicator: The competent reading teacher knows exemplary programs and practices in reading education	1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline 5.f. an ability to engage in reflective practice
Debate OR Reading Enhancement Project	Performance Indicator: The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals.	1.c. the ability to apply content knowledge to practice 1.e. a respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking & problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a. effective oral communication skills 3.c. effective, fair, and honest communication considering not only the message but also the audience 5.a. an understanding of individual differences in clientele 5.c. a respect for individual differences through the use of rich and varied approaches 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice
Reading Strategies Presentation	Knowledge Indicator:	1.a. a depth of content knowledge in the discipline

	The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12. Performance Indicator: The reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity & knows how these differences can influence learning to read. The reading teacher understands the differences between reading skills & strategies & the role each plays in reading development.	1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 2.a. critical thinking and problem solving 3.c. effective, fair, and honest communication considering not only the message but also the audience 5.c. a respect for individual differences through the use of rich and varied approaches 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice
Exams	Knowledge Indicators: The competent reading teacher knows theoretical models & philosophies of reading education & their relevance to instruction The competent reading teacher knows the scope & sequence for reading instruction at all developmental levels The competent reading teacher knows the history of reading instruction and its relevance to current theory and practice. The competent reading teacher is aware of trends, controversies in reading education	1.a. a depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 2.a. critical thinking and problem solving 3.b. effective written communication skills 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a "spiral curriculum". The class

assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course Requirement	Brief Description	Point Value (Approximate Weight)	Due Dates
Participation	Attend class regularly and participate in class discussions and group work. Show evidence of supporting other class members.	156 pts.	See calendar
Technology Awareness Assignment	Locate information about reading related websites (IRA, IRC, Inspiration, etc.) and create three graphic organizers displaying the information obtained on-line. Survey Accelerated Reader, Bookadventure.org, and Reading Counts to tell the different components, strengths, and weaknesses of each program.	20pts.	Oct. 19th
Research paper	Write an 8-page research paper on a reading topic. Use APA format and include at least 10 current (within last 5 years) articles in the reference list. Research paper will have a rationale, summary of research, and conclusion.	60 pts.	Nov. 30th
Oral Presentation on Research Paper	Present a summary of research paper in a PowerPoint format using 10-12 slides.	10 pts.	Dec. 14th
Discussion Questions	Complete questions on readings and discuss in class.	45 pts.	See calendar
Journal Article Reviews	Read, summarize, and write article reviews of 10 journal articles on the topic of reading (vocabulary, comprehension, fluency, phonics, etc.) Present two articles in class.	40 pts.	First 3 due on Sep. 14 rest due on Nov. 9th
Reading Enhancement Project	Answer questions from a table in Chapter 13 in textbook. Answer discussion questions. Responses will be shared in class	15pts.	December 14
Reading Strategies Presentation	Present and teach to the class a reading strategy, providing a copy of the strategy to all class members.	8 pts.	October 26th and Nov. 2nd
Exams	Demonstrate content knowledge by completing a minimum of two exams including essay questions, matching,	60pts.	Oct. 12th

	true-false, fill-in-the blank, and short answer questions.	(2 x 30) 1	and Dec. 7th

Grading Scale:
93-100 = A
85-92 = B
77-84 = C
69-76 = D
68% & Below = F

Instructor's Policies for the Course (i.e., attendance and late assignments):

- Attend all class meetings. Attendance is mandatory. You are to be here when class begins and to stay until class ends. This is a part of the expected professionalism of the field. In case of an absence, in-class assignments cannot be made up unless prior arrangements have been made with the professor, and class content must be obtained from another class member. Absences will be excused only in an emergency situation. Absences are unexcused unless written documentation is provided. If you must be absent, call or email the instructor **BEFORE** the class. For each unexcused absence, 5% of points will be deducted from the final grade. Students are responsible for all material assigned or covered in class as well as class announcements. Attendance will be recorded.
- *Complete all assignments on time. Assignments are due on the due date. Late assignments will receive a letter deduction for each day they are late. Assignments more than 3 days late will not be accepted, and will receive a grade of zero, unless the student and instructor have agreed that extenuating circumstances exist.* **Technology problems are not an acceptable excuse:** Let's face it. . technology breaks, servers go down, viruses attack, files become corrupted…the list goes on and on. These are not considered emergencies. They are part of the normal process of working with technology. Any issue you may have with technology is no excuse for late work. Assume technology will fail you. Plan ahead. Manage your time. Back up your work. *Any late assignment must be cleared with the instructor at least 24 hours in advance.*
- Proper classroom etiquette should be practiced in the classroom. *Thus, you should not be doing activities, such as talking out of turn, texting, talking on your cell phone, emailing, sleeping, or doing homework during class time. If you are doing any of the aforementioned activities during the class period, you will be marked absent*. Cell phone usage is not permitted during class. To be ready to participate in each class meeting, you will have to complete reading and writing assignments.

Tentative Calendar

August 24	*August 31*	*September 7*
Introduction to Course Syllabus overview Explanation of DEJ Article read in class (small group collaboration)	**Read Chapter 1-***The Nature of Literacy* **Double Entry Journal (DEJ) Respond to questions #2 and 3, pp. 24 and 25**.	**Read Chapter 2** *Teaching All Students*, **DEJ, Reflection question p. 54 (at least 2 adaptations)** Multicultural Children's Lit
September 14	*September 21*	*September 28*
Read Chapter 3 *Assessing for Learning***, DEJ Reflection question, p. 120 (List 3 assessments, why you chose them, and time required for each)**	*Meet in Ballenger Center in Booth Library* **Read "The Relation Between Alphabetic Basics, Word Recognition and Reading" (on D2L) 4-**	**NO CLASS** Dr. Harrison at IRC Conference **Read Chapter** 5 *Teaching Phonics, High-Frequency*

	Square	*Words & Syllabic Analysis*
Presentation of journal article #1 (approximately 4-5 people presenting)	**Presentation of journal article #1** (approximately 4-5 people presenting)	**DEJ on D2L by 4:30**
October 5	*October 12*	*October 19*
Read Chapter 6 *Building Vocabulary*, **DEJ** Review for exam Content Circles explained and groups assigned	**Exam on Chapters 1, 2, 3, and 6 (on D2L)**	**Read "Essential Elements of Fostering and Teaching Reading Comprehension" (D2L)** **CC** **Technology Awareness Assignment DUE**
October 26	*November 2*	*November 9*
Meet in Ballenger Center in Booth Library **Read "Developmental Changes in Reading Comprehension: Implications for Assessment and Instruction"** **(D2L)** **CC** **Reading Strategies Presentations**	**Read "Content Area Vocabulary Learning" (D2L)** **CC** **Reading Strategies Presentations**	**Read Chapter 10** *Reading Literature*, **CC,**, Reflection question, p. 466 **Presentation of journal article #2** (everyone presenting) ALL 10 Journal article reviews due
November 16	*November 23*	*November 30*
Read Chapter 11 *Approaches to Teaching Reading*, **CC** Text complexity article in class (small group collaboration)	**NO CLASS!!!** **Happy Thanksgiving!**	**Read Chapter 12** *Writing and Reading*, **CC** **Research Paper DUE**
December 7	*December 16*	
Exam on chapters 10-12 on D2L Dr. Harrison at ARF national conference	**Read Chapter 13 Reading Enhancement Project Due** **Research Paper Presentations**	

Supplemental Instructions for Assignments
ELE 5260 Advanced Developmental Reading

Participation

In addition to Double Entry Journals and Content Circles, other in-class activities will be assigned and completed in class. These will vary depending on the learning needs of the class.

Double Entry Journals (DEJ)

Split a piece of paper in two with a vertical line down the middle (or use format provided on D2L). On the left side, copy down short quotes, or make other observations from the original text that you find interesting in some way. On the right side, write your personal responses to the quotes on the left.

Your responses or reactions can include your opinions, disagreements, interpretations, and/or events in your life that the quote reminds you of, comments about grammar, and guesses about the meaning of new words. It's as if you are speaking to the author as you write your responses. The double entry journal can be used in any discipline. Putting thoughts on paper is processed learning.

LEFT	**RIGHT**
Drawings, notes, diagrams, observations, word clusters, focused free writes, webs, predictions; unfamiliar vocabulary, etc. go on the left-side of the DEJ.	The right-side is set aside for the processing of new information, personal responses, questions, connections, etc.

Evaluation Criteria for Double Entry Journals
- Five items included on the left hand side
- Five responses included on the right hand side
- Demonstrates an understanding and interpretation of text as evidenced by responses
- Responses are thorough and thoughtful
- Exhibits a level of comprehension that extends beyond the literal to the personal with some critical responses.
- Makes at least two connections: text-to-text, text-to-self, or text-to-world, labeled as such

Content Circle Responses (CC)
You will participate in a weekly discussion of the text following a Literature Circle format; roles will be assigned. Forms are to be completed and brought to class for discussion.

Article Review
1. Carefully select a total of ten recent articles (copyright 2009-present) from scholarly journals on the topic of reading (vocabulary, comprehension, fluency, phonics, phonemic awareness, close reading, text complexity, etc.) Formulate a notebook with copies of the article reviews and the article. Present two articles in class.
2. Summarize and Review each article. Be certain to include the following:
   a. Citation: APA citation at the top of each review.
   b. Summary: succinct summary of article contents
   c. Personal connections to the article. Realistic, good ideas, out-of-touch with reality?
   c. Application: explain how the article could be applied in the school setting

3. The summary should be a well-written, proofed paper representative of graduate-level work.

 4. Sign up to present your selected article on one of the specified dates. To avoid duplication, check to see that no one else has chosen the same article.

Technology Awareness Assignment
Locate information about reading related websites (IRA, IRC, Inspiration, etc.) and create three graphic organizers displaying the information obtained on-line. Survey Accelerated Reader, Bookadventure.org, and Reading Counts to tell the different components, strengths, and weaknesses of each program.

Criteria: Points

Three graphic organizers completed   6 pts.
Components of at least three websites included   3 pts.
Strengths of at least three websites included   3 pts.
Weaknesses of at least three websites included   3 pts.
Representative of graduate-level work   3 pts.
No mistakes in grammar, punctuation or spelling   2 pts.

Reading Strategies Presentation

Present and teach to the class an assigned metacognitive strategy providing a copy of the strategy to all class members.

Criteria:

Strategy is explained in detail (in handout and/or demonstration)
Strategy is presented correctly
Strategy is appropriate to grade level selected
Strategy copy provided for all class members (including instructor)

Research Paper

Write an 8-page research paper on a reading topic (vocabulary, comprehension, fluency, phonics, phonemic awareness, close reading, text complexity, etc.) Topic must be approved by instructor. Do not choose assessment as your topic; that's covered in a different course! ☺ Use APA format and include at least 10 current (within last 5 years) articles in the reference list. Research paper will have a rationale, summary of research, and conclusion.

Criteria	Excellent	Points Possible	Points Earned	Comments
Rationale	Chooses reading topic; articulates why topic is important for reading and research. Uses a minimum of 10 peer-reviewed resources.	10		
Summary	Paper is informative and adds to the knowledge base of the audience with pertinent professional information based on the resources	30		

Conclusion	Conclusion is logical; personal reflection on topic is included (what was learned; feelings about topic, etc.)	10		
APA Format	Paper adheres to APA format with no errors	5		
Conventions	Paper has no obvious spelling or grammatical errors; paper is well organized	5		
Total Points		**60**		

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.

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 5260 References

*Denotes Unit Conceptual Framework

Aarnoutse, C., & Schellings, G. (2003). Learning reading strategies by triggering reading motivation. *Educational Studies*,

　　29(4), 387-409.

Anthony, J. L. & Lonigan, C. J. (2004). The nature of phonological awareness: Converging evidence from four studies.

　　Journal of Educational Psychology, 96, 43-55.

Applegate, A.J., Applegate, M.D., McGeehan, C.M., Pinto, C.M. & Kong, A. (February 2009). The assessment

　　of thoughtful literacy in NAEP: Why the states aren't measuring up. *The Reading Teacher,* 62(5), 372-381.

Applegate, M. D., Quinn, K. B., & Applegate, A. J. (2002). Profiles in comprehension. *The Reading Teacher, 60, 48-57.*

Asselin, M. (2002). Vocabulary instruction. *Teacher Librarian*, *29*(3), 57-59.

Athanases, S. Z. (2003). Thematic study of literature: Middle school teachers, professional development, and educational reform. *English Journal, 35,* 107-121.

Avalos, M.A., Plasencia, A., Chavez, C. & Rascón, J. (December 2007). Modified guided reading: Gateway to English as a second language and literacy learning*. The Reading Teacher,* 61(4), 318-329.

Balajthy, E. (2002). Issues in technology: Information technology and literacy assessment. *Reading & Writing Quarterly*, *18*, 369-373.

* Banks, J.A. & Banks, C.A.M. (1997). *Multicultural education (2ⁿᵈ ed.).* Boston: Allyn & Bacon.

Beck, I. L., & McKeown, M. G. (2006). The three C's of comprehension instruction. *Comprehension Forum.* Pacific Resources for Education & Learning.

* Berliner, D.C. (1984). Academic learning time and reading achievement. In J.T. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 203-226). Newark, DE: International Reading Association.

Bielenberg, B., & Fillmore, L. W. (2004). The English they need for the test. *Educational Leadership, 62*(4), 45-49.

Blachowicz, C.L.Z., & Fisher, P. (2004). Vocabulary lessons. *Educational Leadership*, *61*(6), 66-69.

* Bloom, B. (1976). *Human characteristics and school learning.* New York: McGraw-Hill.

Boulware-Batstone, R., Carreker, S., Thornhill, A., & Joshi, R. (2007). Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students. *The Reading Teacher, 61,* 70-77.

* Brophy, J.E. & Good, T.L. (1970). Teachers' communication of differential expectations for children's classroom performance: Some behavioral data. *Journal of Educational Psychology, 61,* 365-375.

* Bruner, J. (1986). *Actual minds, possible worlds.* Cambridge, MA: Harvard University Press.

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.

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.

Denner, P.R., & McGinley, W.J. (1992). Effects of prereading activities on junior high student's recall. *Journal of*

Educational Research, *86(*1), 11-19.

Drew, S. V. (Dec. 2012/Jan. 2013). Open up the ceiling on the common core state standards: Preparing students for 21ˢᵗ century literacy---now. *Journal of Adolescent and Adult Literacy, 56*(4), 321-330.

Fischer, C. (2003). Revisiting the reader's rudder: A comprehension strategy. *Journal of Adolescent & Adult Literacy*, *47*(3), 248-256.

Fisher, D., Frey, N. & Lapp, D. (April 2008). Shared readings: Modeling comprehension, vocabulary, text structures, and text features for older readers*. The Reading Teacher,* 61(7), 548-556.

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.

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.

Graves, M..F. & Watts-Taffe, S. (November 2008). For the love of words: Fostering word consciousness in young readers. *The Reading Teacher,* 62(3), 185-193.

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.

Hollenbeck, A. F. & Saternus, K. (2013). Mind the comprehension iceberg: Avoiding Titanic mistakes with the CCSS. *The Reading Teacher, 66*(7), 558-568.

Hoonan, B. (2007, May). *Using literature and providing access to books.* Paper presented at the International Reading Association Conference, Chicago, IL.

Ivey, G., & Baker, M.I. (2004). Phonics instruction for older students? Just say no. *Educational Leadership*, 35-39.

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 metacognitive. *Education Media International*, *37*(3), 149-155.

Leu, D. J.(2006). *The new literacies.* Paper presented at the International Reading Association's Reading Research Conference, Chicago, IL.

Mehigan, K. (2005). The strategy toolbox: A ladder to strategic teaching. *The Reading Teacher, 58,* 552-566.

Mesmer, E. M. & Mesmer, H.A.E. (December 2008). Response to Intervention (RTI): What teachers of reading need to know. *The Reading Teacher,* 62(4), 280-290.

Miller, D. (2012). Creating a classroom where readers flourish. *The Reading Teacher, 66*(2), 88-92.

National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read---An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* [Summary.]. Washington, D.C.: National Institute of Child Health and Human Development.

Nilsson, N. L. (2008). A critical analysis of eight informal reading inventories. *The Reading Teacher, 61,* 526-536.

Pressley, M., Roehrig, A., Bogner, K., Raphael, L., & Dolezal, S. (2002). Balanced literacy instruction. *Focus on Exceptional Children*, *34*(5), 1-14.

Reutzel, D. R., Jones, C.D., Fawson, P.C. & Smith, J.A. (November 2008). Scaffolded silent reading: A complement to guided repeated oral reading that works! *The Reading Teacher,* 62(3), 194-207.

Reutzel, 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.

Roskos, K. & Neuman, S. B. (2013). Common core, commonplaces, and community in teaching reading. *The Reading Teacher, 66*(6), 469-473.

Santoro, L.E., Chard, D.J., Howard, L. & Baker, S.K. (February 2008). Making the *very* most of classroom read-alouds to promote comprehension and vocabulary*. The Reading Teacher,* 61(5), 396-408.

Scharlach, T. D. (September 2008). START comprehending: Students and teachers actively reading text. *The*

Reading Teacher, 62(1), 20-31.

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.

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).

* Taba, H. (1965). The teaching of thinking. *Elementary English, 42,* 534-542.

Valencia, S. W. & Wixson, K. K. (2013). CCSS-ELA: Suggestions and cautions for implementing the reading standards. *The Reading Teacher, 67*(3), 181-185.

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.

* Vygotsky, L.S. (1978). *Thought and language.* Cambridge, MA: MIT Press.

Williams, C., Phillips-Birdsong, C., Hufnagel, K.., Hungler, D. & Lundstrom, R.P. (April 2009). Word study instruction in the K–2 classroom. *The Reading Teacher,* 62(7), 570-578.

Effective: Spring 2015