Eastern Illinois University
Department of Early Childhood, Elementary and Middle Level Education
ELE 5610: Remediation of Reading Problems

Semester:	Spring 2017
Instructor:	Denise E. Reid
Time/Location:	4:30 – 7:00 p.m. EC/ELE/MLE Conference Room (BH2222)
Dates:	In-class Dates: 1/10; 1/31; 2/21; 3/21; 4/11; 4/25 Online Session Dates: 1/17; 1/24; 2/7; 2/14; 2/28; 3/7; 3/28; 4/4; 4/18; Final 5/2
Semester Hours:	3 semester hrs.
Pre-requisites:	ELE 3280, ELE 3281 or permission of department chair
Office:	Buzzard 2211
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Office Hours:	By appointment
Phone:	581-5728 (messages only) 549-3633 (cell phone)

Unit Theme: Educator as 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 a depth of 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/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community, and profession in which they work.

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)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.

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
Illinois Center for School Improvement https://www.illinoiscsi.org/
Illinois Statewide Technical Assistive Collaborative http://www.istac.net/home
Illinois Reading Council http://www.illinoisreadingcouncil.org
International Literacy Association https://www.literacyworldwide.org/

Course Description: Strategies and materials for remediation of reading problems for teachers, clinicians and supervisors (3-0-3).

Course Goal: This course builds on ELE 5600 as the students learn to use diagnostic information as a basis for planning remedial instruction in reading.

Purpose of the Course: This course is designed to provide an understanding of the practices, procedures and materials which are useful in correcting or remediating reading deficiencies. The course partially fulfills an Illinois state requirement for the reading teacher endorsement.

Course Outcomes: Through successful completion of the course requirements the graduate student will demonstrate an understanding of….

- reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
- scientifically based research related to and philosophies/theoretical models of reading education and their relevance to developmental and remedial reading instruction.
- how differences among students influence their literacy development, and recognize the need to adjust reading instruction to meet the needs of diverse students (e.g., gifted, English Language Learners, special needs).
- ways to create a literate environment that fosters interest and growth in all aspects of literacy.
- strategies for teaching students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations.
- strategies, materials and resources for promoting students' word identification and vocabulary skills (i.e., context clues, structural analysis and phonics).
- effective techniques, materials and resources for the development of fluency.
- strategies, materials and resources for promoting students' reading comprehension skills including ways to provide explicit instruction as well as model when and how to use multiple comprehension strategies.
- ways to teach students to monitor their own comprehension and connect prior knowledge with new information.
- strategies, materials and resources for using instructional/informational technologies to support reading/writing instruction.
- a wide range of classic and contemporary children's and young adults' fictional and informational literature at appropriate levels of interest and readability.
- methods for implementing effective strategies, materials and resources to include parents/guardians as partners in the literacy development of their children.
- the benefits of participating in professional organizations related to reading education and the importance of staying current with developments in reading education and children's and young adults' literature by reading professional journals and publications.
- the importance of conducting self-evaluation and reflecting on one's own teaching practices to improve instruction and other services to students.

ADDITIONAL INFORMATION:

Textbook: Jennings, J. H., Caldwell, J. S., & Lerner, J. W. (2010). *Reading problems: Assessment and teaching strategies* (6th ed.). Boston: Allyn & Bacon.

Supplemental Materials:

- Course Packet
- Reading Resources Website - http://www.eiu.edu/elegrad/reading_resources/reading_resources.php

Course (Core) Requirements	Demonstrated Competencies	Graduate Standards
Examination/Test	The student will demonstrate his/her knowledge of the remediation of reading problems by appropriately responding to test items that require the application of course information. *Knowledge Indicators:* The competent reading teacher… knows theoretical models and philosophies of reading education and their relevance to instruction. knows the scope and sequences for reading instruction at all developmental levels (Pre-K – grade 12). is aware of trends, controversies and issues in reading education. understands, respects and values cultural, linguistic and ethnic diversity and knows how these differences can influence learning to read. understands the differences between reading skills and strategies and the role each plays in reading development. knows a wide range of quality literature for students. is aware of a variety of individualized and group instructional interventions	1.a. depth of content knowledge in the discipline 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.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

	or programs for students with reading problems. knows exemplary programs and practices in reading education.	

Journal Article Review(s)	The student will read articles taken from professional reading journals and compose written reviews that relate to the remediation of reading problems. The articles selected will address specific strategies/ techniques that would be useful in working with a student struggling with some aspect of the reading process. *Performance Indicators:* The competent reading teacher stays current with developments in reading education and literature for children and adolescents by reading professional journals.	1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 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
Article Presentation	The student will give an oral presentation to the class that summarizes the content of a journal article relating to the remediation of reading problems.	1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 3.a. effective oral communication skills 3.b. effective written communication skills 5.f. an ability to engage in reflective practice
Children's Trade Book Projects	The student will develop projects/activities to reinforce specific reading skills/strategies through the integration of children's literature in the reading program. *Performance Indicators:* The competent reading teacher…	1.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

	locates, evaluates and uses literature for readers of all abilities and ages. uses various tools to estimate the readability of texts. uses technology to support reading and writing instruction.	2.a. critical thinking and problem solving 3.a. effective oral communication skills 3.b. effective written communication skills 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
Reading Interventions (Response to Intervention – Tier II and Tier III)	The student will investigate a specific reading intervention program and provide a written summary of the program that includes its evidence/research base. *Knowledge Indicators:* The competent reading teacher… is aware of trends, controversies and issues in reading education. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems. knows exemplary programs and practices in reading education.	1.a. depth of content knowledge in the discipline 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.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice
Class Participation	The student will exhibit effective communication skills, conduct him/herself in a professional manner and engage in positive peer interactions that contribute to a supportive and encouraging learning environment. *Performance Indicators:* The competent reading teacher reflects on teaching practices and conducts self-evaluation.	1.e. a respect for the professional environment through their honesty, integrity and professionalism 2.a. critical thinking and problem solving 3.a. effective oral communication skills 3.c. effective, fair and honest communication considering not

		only the message but also the audience 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 (Core) Requirements	Brief Descriptions*	Point Values
Examination/Test (Midterm)	A minimum of one test consisting of multiple item types (e.g., multiple choice, true/false, short answer, essay) will be administered to assess student understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.	50-75 pts.
Journal Article Reviews	The article must have been published in a professional reading journal (e.g., *The Reading Teacher*, *Journal of Adolescent and Adult Literacy* or the *Illinois Reading Council Journal*) and the topic should relate to the remediation of reading problems. The typed review is to include a content summary, its application to ELE 5610 course content, a critical evaluation of the specific strategy/technique and appropriate bibliographic information presented according to the guidelines in the APA Style Manual.	40 pts. (80 pts.)
Children's Trade Book Projects	The student will select two books (one narrative and one expository) and brainstorm ways that specific reading skills/strategies could be reinforced through the use of these books. The student will… • share the trade books with the class; • identify the reading strategies/skills being targeted and explain how they will be addressed; • display, model and/or demonstrate the project or activity developed; and • distribute copies of the typed trade book summaries to the class members.	40 pts. each (80 pts.)
Reading Interventions (Response to Intervention – Tier II and Tier III)	The student will research a specific reading intervention program and provide a written summary of the information gained regarding the program's effectiveness. The student will address the following items in his/her written summary… • Program Description	50 pts.

	- Type of Program (Comprehensive/Supplemental) - Reading Component(s) Addressed - Grade Levels • Evidence/Research Base • Sources/References	
Readings, Discussions, & Written Reflections for In-class and Online Sessions	Read selected articles/readings. Read, annotate/highlight important ideas. Be prepared to discuss in class.	10 – 15 pts. each (~150 pts.)
Class Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process. Five points will be deducted for each missed class. Put cell phone away during class and no texting during class.	20 pts.

The instructor will provide detailed instructions and expectations for each assignment and post to D2L. Reading assignments and due dates are on the course calendar and posted on D2L.

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

Evaluation: Evaluation of student progress will be on the basis of the written examination, course assignments, and class contributions. All assignments must be completed in an *exemplary* fashion in order to receive an "A".

The following grading scale will be employed.
A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below.

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 5610
REMEDIATION OF READING PROBLEMS
COURSE OUTLINE

| * Denotes Unit Conceptual Framework References |

I. Remediation and the Diagnostic Model

A. Basic Principles of Remediation of Reading Deficiencies
   1. Knowledge of the Reading Process
   2. Scope/Sequence of Reading Skills
   3. General Characteristics of Remedial Teaching

B. Diagnostic Model of Remedial Instruction
   1. Diagnostic Instruction
   2. Principles of Effective Motivation
   3. An Individualized Reading Instruction Program

C. Clinical and Classroom Implications of the Diagnostic Model of Remedial Instruction

Textbook: Jennings, Caldwell, and Lerner: Chapters 1, 2 & 6

Suggested Readings:

Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher, 66*(7), 520-530.

Anderson, L. W. & Pellicer, L. O. (1990). Synthesis of research on compensatory and remedial education. *Educational Leadership, 48* (1), 10-16.

Baumann, J. F. (1984, November). Implications for reading instruction from research on teacher and school effectiveness. *Journal of Reading*, 109-114.

Berghoff, B., & Egawa, K. (1991). No more "rocks": Grouping to give students control of their learning. *Reading Teacher, 44* (8), 536-541.

Birman, B. F. (1988, Spring). How to improve a successful program. *American Educator*, 22-29.

Boehnlein, M. (1987, March). Reading intervention for high-risk first-graders. *Educational Leadership,* 32-37.

* Bloom, B. S., et al. (1956). Taxonomy of educational objectives: The classification of educational goals. *Handbbook I: Cognitive Domain*. New York: Longman Green.

Cambourne, B. (2001). Why do some students fail to learn to read? Ockham's razor and the conditions of learning. *Reading Teacher, 54*(8), 784-786.

Gaskins, R. W. (1988). The missing ingredients: Time on task, direct instruction and writing. *Reading Teacher, 41*(8), 750-755.

Goodman, K. (1996). *Ken Goodman on reading: A common-sense look at the nature of language and the science of reading.* Portsmouth, NH: Heinemann.

Henk, W. A., Moore, J. C., Marinak, B. A., & Tomasetti, B. W. (2000). A Reading Lesson Observation Framework for elementary teachers, principals, and literacy supervisors. *Reading Teacher, 53*(5), 358-369.

Hunter, M. (1980). Diagnostic teaching. *Elementary School Journal, 80*, 42-46.

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

Israel, S. E. (2007). *Using metacognitive assessments to create individualized reading instruction.* Newark, DE: International Reading Association.

* Johnson, D. & Johnson, R. (1987). *Learning together and alone* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Lipson, M. Y. & Wixson, K. K. (2012). To what interventions are students responding? *The Reading Teacher, 66*(2), 111-115.

Moniuszko, L. K. (1992). Motivation: Reaching reluctant readers age 14-17. *Journal of Reading, 36*(1), 32-34.

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.

Pinnell, G. S. (1990). Success for low achievers through Reading Recovery. *Educational Leadership, 48* (1), 17-21.

Savage, D. G. (1987, April). Why Chapter 1 hasn't made much difference. *Phi Delta Kappan*, 581-584.

Short, R. A., Kane, M. & Peeling, T. (2000). Retooling the reading lesson: Matching the right tools to the job. *Reading Teacher, 54*(3), 284-295.

Slavin, R. E. (1991). Success for all: Ending reading failure from the beginning (research directions). *Language Arts, 68* (5), 404-409.

Slavin, R. E. (1987, October). Making Chapter 1 make a difference. *Phi Delta Kappan*, 110-119.

Snow, C. E. & Burns, M.S. (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.

Weaver, C. (2002). *Reading Process & Practice* (3rd ed.). Portsmouth, NH: Heinemann.

Zakaluk, B. L., & Klassen, M. (1992). Case study: Enhancing the performance of a high school student labelled learning disabled. *Journal of Reading, 36* (1), 4-9.

II. Correction of Specific Reading Problems

A. Word Identification Skills
   1. Development of Word Identification Skills
      a. Terminology
      b. Methodological Concerns
   2. Remedial Procedures for Deficiencies in Word Identification Skills
      a. Specific Word-Recognition Problems
      b. Materials for Improving Word-Recognition Skills
      c. Word-Recognition Methods for Severe Disabilities

B. Comprehension
   1. Development of Reading Comprehension

a. Vocabulary Development
b. Developing Levels of Comprehension
c. Key Factors in Reading Comprehension

2. Remedial Procedures in Reading Comprehension
   a. Developing Specific Comprehension Skills
   b. Overcoming Deficiencies in Comprehension
   c. Materials for Developing Comprehension

Textbook: Jennings, Caldwell, and Lerner: Chapters 7, 8, 10, 11, & 13

Suggested Readings:

Baumann, J. F. (1984). The effectiveness of a direct instruction paradigm for teaching main idea comprehension. *Reading Research Quarterly, 20*, 93-115.

Beck, I. L. & McKeown, M. G. (1983). Learning words well---a program to enhance vocabulary and comprehension. *Reading Teacher, 36*, 622--625.

Blachowicz, C. L. Z., & Lee, J. J. (1991). Vocabulary development in the whole literacy classroom. *Reading Teacher, 45*, 188-194.

Bloodgood, J. W. & Pacifici, L. C. (2004). Bringing word study to intermediate classrooms. *Reading Teacher, 58(3), 250-263.*

Buehl, D. (2001). *Classroom Strategies for Interactive Learning* (2nd ed.). Newark, DE: International Reading Association.

Carr, E. & Ogle, D. (1987). K-W-L plus: A strategy for comprehension and summarization. *Journal of Reading, 30*, 626-631.

Ceprano, M. A. (1981). A review of selected research on methods of teaching sight words. *Reading Teacher, 35*, 314-322.

Cunningham, P. (2006). What if they can say the words but don't know what they mean? *Reading Teacher, 59(7),* 708-711.

Duffelmeyer, F. A. & Duffelmeyer, B. B. (1987). Main idea questions on informal reading inventories. *Reading Teacher, 41* (2), 162-165.

Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C. & Donnelly, K. (1996/1997). Procedures for word learning: Making discoveries about words. *Reading Teacher, 50*(4), 312-327.

Gough, P. B. (1984). Word recognition. In P. D. Pearson (Ed.), *Handbook of reading research*. New York: Longman.

Gupta, A. (2000). Ditto reading strategy. *Reading Teacher, 53*(5), 370-371.

Graves, M. F. & Prenn, M. C. (1986). Costs and benefits of various methods of teaching vocabulary. *Journal of Reading, 29*, 596-602.

Haggard, M. R. (1988). Developing critical thinking with the DR-TA. *Reading Teacher, 41*, 526-535.

Kelley, M. J. & Clausen-Grace, N. (2007). *Comprehension shouldn't be silent: From strategy instruction to student independence.* Newark, DE: International Reading Association.

Koskinen, P. S., Gambrell, L. B., Kapinus, B. A., & Heathington, B. S. (1988). Retelling: A strategy for enhancing students' reading comprehension. *Reading Teacher, 41* (9), 892-896.

Laframboise, K. L. (2000). Said Webs: Remedy for tired words. *Reading Teacher, 53*(7), 540-542.

Macon, J. M., Bewell, D. & Vogt, M. E. (1991). *Responses to literature: Grades K-8.* Newark, DE: International Reading Association.

Manning, M., Chumley, S. & Underbakke, C. (2006). *Scientific reading assessment: Targeted intervention and follow-up lessons.* Portsmouth, NH: Heinemann.

McLaughlin, M. & Allen, M. B. (2002). *Guided comprehension: A teaching model for grades 3-8.* Newark, DE: International Reading Association.

Merkley, D. M. & Jefferies, D. (2000/2001). Guidelines for implementing a graphic organizer. *Reading Teacher, 54*(4), 350-357.

Moore, R. A. & Gilles C. (2005). *Reading conversations: Retrospective miscue analysis with struggling readers, Grades 4-12.* Portsmouth, NH: Heinemann.

Morris, R. D. (1982). Word sort: A categorization strategy for improving word recognition ability. *Reading Psychology, 3* (1), 247-259.

Nolan, T. E. (1991). Self-questioning and prediction: Combining metacognitive strategies. *Journal of Reading, 35* (2),132-138.

Raphael, T. E. (1986). Teaching question-answer relationships, revisited. *Reading Teacher, 39*, 516-522.

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.

Samuels, S. J. (1988). Decoding and automaticity: Helping poor readers become automatic at word recognition. *Reading Teacher, 41* (8), 756-761.

Sinatra, R., and Dowd, C.A. (1991). Using syntactic and semantic clues to learn vocabulary. *Journal of Reading, 35* (3), 224-229.

Sinatra, R. C., Stahl-Gemake, J., & Berg, D. N. (1984). Improving reading comprehension of disabled readers through semantic mapping. *ReadingTeacher, 38*, 22-29.

Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency, and comprehension.* Portsmouth, NH: Heinemann.

Wood, K. D., Lapp, D., Flood, J. & Taylor, D. B. (2008). Guiding readers through text: Strategy guides for new times (2nd ed.). Newark, DE: International Reading Association.

Yopp, H. K. & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom.

Reading Teacher, 54(2), 130-143.

III. Meeting Individual Needs---Diversity In The Classroom

A. Fostering Reading Interests and Tastes
   1. Implementing Knowledge About Reading Interests
   2. Affective Factors
B. Exceptional Children in the Classroom
C. Language Diversity
   1. Adjusting to the Needs of Dialect, Limited-English, Non-English Speakers

Textbook: Jennings, Caldwell, and Lerner: Chapters 14, & 15

Suggested Readings:

Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly, 23* (3), 285-303.

Barnitz, J. G. (1980). Black English and other dialects: Sociolinguistic implications for reading instruction. *ReadingTeacher, 33,* 779-786.

Boothby, P. C. (1980). Creative and critical reading for the gifted. *Reading Teacher, 33*, 674-676.

* Brophy, J. and Good, T. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed., pp. 328-375). New York: Macmillan.

Canfield, J. (1990). Improving students' self-esteem. *Educational Leadership, 48* (1), 48-50.

Carr, K. S. (1984). What gifted readers need from reading instruction. *Reading Teacher, 38*, 144-146.

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

Fielding, L. G., Wilson, P. T., & Anderson, R. C. (1986). A new focus on free reading: The role of trade books in reading instruction. In T. E. Raphael (Ed.), *The contexts of school-based literacy.* New York: Random House.

Gaug, M. A. (1984). Reading acceleration and enrichment in the elementary grades. *Reading Teacher, 37*, 372-376. Gilles, C. & Dickinson, J. (2000). Rejoining the literacy club: Valuing middle-grade readers. *Language Arts, 77*(6), 512-521.

Goodman, K., Goodman, Y., & Flores, B. (1979). *Reading in the bilingual classroom: Literacy and biliteracy*. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Greaney, V. (1980). Factors related to amount and type of leisure time reading. *Reading Research Quarterly,15* (3), 337-357.

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.

Lipa, S. E. (1983). Reading disability: A new look at an old issue. *Journal of Learning Disabilities, 16*, 543-557.

Richards, P. O., Thatcher, D. H., Shreeves, M., Timmons, P., & Barker, S. (1999). Don't let a good scare frighten you: Choosing and using quality chillers to promote reading. *Reading Teacher, 52*(8), 830-840.

Somervill, M. A. (1975). Dialect and reading: A review of alternative solutions. *Review of Educational Research, 45*, 247-262.

Tyler, R. W. (Summer 1989). Educating children from minority families. *Educational Horizons, 67* (4), 114-118.

Winograd, P. & Paris, S. G. (Dec. 1988/Jan. 1989). A cognitive and motivational agenda for reading instruction. *Educational Leadership, 46* (4), 30-36.

IV. Enhancing Flexibility in Purpose and Rate of Reading

A. Study Skills, Habits and Attitudes Associated with Reading Instruction
   1. Content/Subject Area Instruction for Disabled Readers to address Common Core State Standards
   2. Improving Study Habits
B. Increasing Fluency and Rate in Reading
   1. Eliminating Reading Behaviors That Tend To Produce Slow Reading
   2. Direct Practice to Increase Reading Rate

Textbook: Jennings, Caldwell, and Lerner: Chapter 9 & 12

Suggested Readings:

Allington, R. S. (1983). Fluency: The neglected reading goal. *Reading Teacher, 36* (6), 556-561.

Babbs, P. J. & Alden, J. M. (1983). Metacognition: A key for independent learning from text. *Reading Teacher,36*, 422-426.

Bergquist, L. (1984). Rapid silent reading: Techniques for improving rate in intermediate grades. *ReadingTeacher, 38*, 50-53.

Duffy, G., Roehler, L. R., & Herrmann, B. A. (1988). Modeling mental processes helps poor readers become strategic readers. *Reading Teacher, 41* (8), 762-767.

Flood, J., Lapp, D., & Farnan, N. (1986). A reading-writing procedure that teaches expository paragraph structure. *Reading Teacher, 39*, 556-562.

Lenski, S. (Dec.2011/Jan.2012). What RTI means for content area teachers. *Journal of Adolescent and Adult Literacy, 55*(4), 276-282.

Olson, M. & Gee, T. (1991). Content reading instruction in the primary grades: Perceptions and strategies. *Reading Teacher, 45* (4), 298-306.

Olson, M. W. & Longnion, B. (1982). Pattern guides: A workable alternative for content teachers. *Journal of Reading, 25,* 736-741.

Peebles, J. L. (2007). Incorporating movement with fluency instruction: A motivation for struggling readers. *Reading Teacher, 60(6), 578-581.*

Pikulski, J. J. & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *Reading Teacher, 58(6),* 510-519.

Raphael, T. E. & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *Reading Teacher, 59(3),* 206-221.

Rasinski, T. V. (2000). Speed does matter in reading. *Reading Teacher, 54*(2), 146-151.

Readence, J. E., Bean, T. W. & Baldwin, R. S. (2000). *Content area literacy: An integrated approach.* Dubuque, IA: Kendall/Hunt Publishing Co.

Richards, M. (2000). Be a good detective: Solve the case of oral reading fluency. *Reading Teacher, 53*(7), 534-539.

Stetson, E. G., & Williams, R. P. (1992). Learning from social studies textbooks: Why some students succeed and others fail. *Journal of Reading, 36* (1),22-29.

Williams, M. (2001). Making connections: A workshop for adolescents who struggle with reading. *Journal of Adolescent and Adult Literacy, 44(*7), 588-602.

V. Implementation of the Remedial Program

A. Planning Remedial Instruction
   1. Remedial Reading Delivery Systems (e.g., Title I, Response to Intervention, etc.)
   2. The Role/Responsibilities of the Reading Specialist
   3. Administrative Aspects of Remedial Reading Programs

B. Selection and Use of Instructional Resources for Corrective and Remedial Instruction
   1. Sources of Appropriate Materials
   2. Estimating the Difficulty of Reading Materials

C. Evaluating and Reporting Pupil Progress

Textbook: Jennings, Caldwell, and Lerner: Chapter 16

Suggested Readings:

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