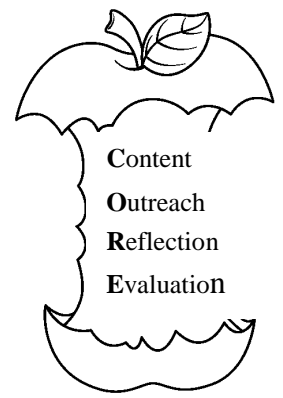


**Early Childhood, Elementary and Middle Level Education Department  
ELE 4880: Diagnostic – Prescriptive Reading Instruction**



**Semester:** Spring, 2017  
**Instructor:** Dr. Debbie Harrison  
**Office:** 2219 Buzzard Hall  
**Email:** dharrison@eiu.edu  
**Office Hours:** Tuesday-7:30-8:00AM; 9:40-10:00; 11:40-2:00  
Thursday-7:30-8:00AM; 9:40-10:00; 11:40-12:40  
**Phone:** 217-581-5728 (Messages Only)  
**Class Meetings:** Tuesday and Thursday, 10:00-11:40 AM, Buzzard Hall 2439

**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:**

Opitz, M.F. & Erekson, J.A. (2015). *Understanding, assessing, and teaching reading: A diagnostic approach* (7<sup>th</sup> ed.). Boston: Pearson.

Roe, B.D. & Burns, P.C. (2011). *Informal reading inventory* (8<sup>th</sup> ed.). Boston: Houghton Mifflin.

**Supplemental Materials:** Class Packet

**Teaching Model:**

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them (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* (9<sup>th</sup> 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](http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf)
- Eastern Illinois University Professional Dispositions  
<http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Illinois Social Emotional Learning Standards (SEL) [http://www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm)
- 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.ncaete.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- Association for Middle Level Education:  
<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

### 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 NELS/CCSS to help the individual student improve.

Course (Core) Requirements	Demonstrated Competencies	Standards
Examinations/Tests	<ul style="list-style-type: none"> <li>• The teacher candidate will document his/her content knowledge by appropriately responding to test items that require the application of course information.</li> </ul>	<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"> <li>• The teacher candidate will administer, score, and interpret a variety of informal reading assessments.</li> </ul>	<p>IPTS – 2A, 2E, 3D, 3G, 3M, 5A, 5G, 6A, 6H, 6I, 7A, 7D, 7E, 7G, 7J, 7K, 7M, 7Q, 9J, 9M</p>
	<ul style="list-style-type: none"> <li>• The teacher candidate will compile a case study for an individual child based on the assessment data collected.</li> </ul>	<p>ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2</p>
	<ul style="list-style-type: none"> <li>• The teacher candidate will profile the child's strengths and weaknesses in reading.</li> </ul>	<p>AMLE A1a, A1b, A1c, B2a, B2c, C4a, C4b, C4c,</p>
	<ul style="list-style-type: none"> <li>• The teacher candidate will recommend specific intervention strategies.</li> </ul>	<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"> <li>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 model of diagnostic/prescriptive reading presented in the course.</li> </ul>	<p>IPTS - 3G, 3M, 5A, 5G, 6H,</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"> <li>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.</li> </ul>	<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
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.	<p>Due Dates and Assignment Points are Listed on Page 5</p>
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 NILS/CCSS.	

Article Reviews	The articles must have been published in a professional reading journal (e.g., <i>The Reading Teacher</i> , <i>Journal of Adolescent and Adult Literacy</i> or the <i>Illinois Reading Council Journal</i> ) and the topic should relate to diagnostic/ prescriptive reading instruction. The typed review is to include the author(s) key points, their application to the course content and the student's critical evaluation of the information.	
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.	
Assessment tasks & Shared Reading Presentations	Other items/adjustments of percentages at teacher discretion and/or student need. Optional assignments/projects will address the NILS/CCSS.	
<b>Graduate Student:</b> 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 <u>two</u> additional assessments and <u>two</u> 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 tentative course calendar. The tentative course calendar is below and 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.

**Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.)**

**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)	50 points	Ongoing
Assessment Tasks	75 points	TBA
Article Review 1	40 points	January 19
Article Review 2	40points	February 2
Midterm	75 points	March 9
Case Study	100 points	March 7
Shared Reading Lesson Presentation	40 points	TBA
Final	50 points	Monday, May 2 <sup>nd</sup> , 8:00-10:00 AM

**Reading Assignments & Discussion Questions** – *It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.*

**Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.)**

- 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.

- Tardiness shows a lack of professionalism, as well as a lack of consideration for colleagues. Two tardies will be counted as an unexcused absence, and points will be deducted accordingly.
- ***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.

### **ELE 4880 Spring 2017 Tentative Course Calendar**

#### **Readings are to be done PRIOR to class**

*When it states "Course Packet" please bring the appropriate pages to class*

*Assignments are due at 10:00 AM on the due date*

<b>Date</b>	<b>Topics</b>	<b>Readings/Assignments</b>
1/10	<ul style="list-style-type: none"> <li>• Intro to Course, review syllabus</li> <li>• Complete Reading Survey/Share with peer</li> <li>• Pre-Reading Assessment</li> </ul>	
1/12	<ul style="list-style-type: none"> <li>• Introduce Article Review Assignment</li> <li>• Select an IRC Journal or the Reading Teacher Journal</li> <li>• Observe Yourself as a Reader &amp; Linguistic Cueing Systems</li> <li>• What is Reading? PPT</li> <li>• Shared Reading Lesson format and sign-up sheet</li> </ul>	
1/17	<ul style="list-style-type: none"> <li>• Introduce Shared Reading Lesson Assignment</li> <li>• The National Reading Panel (NRP) Report PPT</li> <li>• Take Phonics Pre-test</li> <li>• What is Phonics? PPT</li> <li>• Explain 4-Square Response</li> </ul>	<p>Course Packet pp. 19-26</p> <p><b>Read Vowel Generalizations, Phonics Terminology, and Phonetic Markings</b></p>

1/19	<ul style="list-style-type: none"> <li>• Discuss articles</li> <li>• 4-Square Response on Chapter 8</li> <li>• The Names Test</li> <li>• Assign article, “Further Validation...” and graphic organizer</li> <li>• Finish “What is Reading?” PPT</li> <li>• Emergent Literacy PPT: Early Literacy Assessments: Oral Language, Concepts About Print, Alphabet Recognition, Writing Levels</li> </ul>	<p><b>Article Review 1 due</b></p> <p><b>Read Chapter 8 (Opitz/Erekson)</b></p> <p><b>4-Square Response</b></p> <p>Shared Reading Lesson presentation #1</p> <p>Course Packet: pages 9-18 and 27-41</p> <p><b>Read: Facts about Concepts About Print... &amp; Language Experience Approach</b></p>
1/24	<ul style="list-style-type: none"> <li>• Interest Inventories</li> <li>• Informal Reading Inventory</li> <li>• Graded Word Lists</li> <li>• Graded Passages (oral, silent, listening comprehension)</li> <li>• Analyzing data</li> </ul>	<p>Shared Reading Lesson presentation #2</p> <p><b>Due: Further Validation...article and graphic organizer</b></p> <p><b>Read Sections 1 &amp; 2 in <i>Informal Reading inventory</i> by Roe/Burns</b></p> <p><b>Read pp. 57-68 (Opitz/Erekson)</b></p>
1/31	<ul style="list-style-type: none"> <li>• Jefferson Elementary School</li> <li>• Meet from 8:30-10:30</li> </ul>	<p><b>Interest Inventory and Graded Word Lists</b> for the student you are assessing</p>
2/2	<ul style="list-style-type: none"> <li>• Discuss assessments from Tuesday</li> <li>• Review administration of Graded Passages</li> <li>• Running Records</li> <li>• Understanding Miscues</li> <li>• Practice Running Records “Mugs”</li> </ul>	<p><b>Article Review 2 Due</b></p> <p><b>Bring results</b> from Tuesday along with your book <i>Informal Reading inventory</i> by Roe/Burns</p> <p><b>Read pp. 69-76 Opitz/Erekson (write 5 points for discussion)</b></p> <p>Course packet pp. 49-56</p> <p>Shared Reading Lesson Presentation #3</p>

2/7	<ul style="list-style-type: none"> <li>Jefferson Elementary School</li> <li>Meet from 8:30-10:30</li> </ul>	Graded Passages for student you are assessing
2/09	<ul style="list-style-type: none"> <li>Analyzing IRI results</li> <li>IRI summary sheets</li> <li>Finish Running Records “Mugs”</li> <li>MRR (Modified Running Records)</li> <li>Modified Miscue Analysis</li> </ul>	<p><b>Bring results</b> from Tuesday along with your book <i><b>Informal Reading inventory by Roe/Burns</b></i></p> <p>Shared Reading Lesson Presentation #4</p> <p>Course Packet pp. 49-61</p>
2/14	<ul style="list-style-type: none"> <li>Case Study Criteria</li> <li>What is reinspection? How will it be used with the IRI?</li> <li>Review Names Test information</li> </ul>	<p>Course Packet pp. 27-30 and 85-93</p> <p>Shared Reading Lesson presentation #5</p> <p><b>Read, highlight, and write reflective comments in article “The Influence of Reinspection on Students’ IRI Results” by Cardarelli, Course packet pp. 117-120</b></p>
2/16	<ul style="list-style-type: none"> <li>Using Cloze Procedure for diagnostic purposes</li> </ul>	<p>Shared Reading Lesson presentation #6</p> <p><b>Read pp. 169-182 (Opitz/Erekson)</b></p> <p>Course Packet pp.70-75</p>
2/21	<ul style="list-style-type: none"> <li>Jefferson Elementary School</li> <li>Meet from 8:30-10:30</li> </ul>	<b>Assessment Materials for Names Test and Cloze Procedure for student you are assessing</b>
2/23	<ul style="list-style-type: none"> <li>Discussion of Assessments from Tuesday</li> <li>Putting it all together</li> </ul>	<p><b>Bring results</b> from Tuesday</p> <p>Course Packet pp. 27-30 and 70-75</p>
2/28	<ul style="list-style-type: none"> <li>Analyzing student’s spelling patterns with the Monster Spelling Test and analyzing student writing</li> </ul>	<p>Shared Reading Lesson presentation #7</p> <p>Course Packet pp. 65-69</p>



3/2	<ul style="list-style-type: none"> <li>• Dolch Basic Sight Word Test</li> <li>• Retelling as an Assessment Tool</li> </ul>	Shared Reading Lesson #8  Course packet pp. 45-48 and 62-64  <i>Save the Last Word for Me</i> <b>Activity with the article “Reading fluency instruction: Moving beyond accuracy, prosody, and automaticity” in class</b>
3/7	<ul style="list-style-type: none"> <li>• Vocabulary, Fluency (revisited), and Comprehension Instruction</li> <li>• Three Minute Assessment</li> <li>• Study Guide for Midterm</li> </ul>	<b>Read Chapter 9, pp. 183-end, and Chapter 10 (Opitz/Erekson)</b>  <b>Case Study Due</b>  Course Packet pp. 80-84
3/9	<b>Midterm</b>	
3/13-18	Spring Break	
3/20-4/21	Practicum	
4/25	<ul style="list-style-type: none"> <li>• Reading and Writing Workshop</li> <li>• Final exam format</li> </ul>	In-class activities and response
4/27	<ul style="list-style-type: none"> <li>• Other Assessments and Resources</li> <li>• Study guide for final</li> </ul>	In-class activities and response
5/2	<b>Monday, May 2 8:00-10:00 AM FINAL</b>	

### 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](http://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 9<sup>th</sup> Street Hall, Room 1302.

#### 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.

\*Bloom, B. S. (1988). Helping all children learn well in elementary school--and beyond. *Principal*, 67(4), 12-17.

\*\*Clay, M. (1993). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.

Dymock, S. (1993). Reading but not understanding. *Journal of Reading*, 37(2), 86-91.

Frey, N. & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts*. Thousand Oaks, CA: Corwin Literacy.

Graves, M. F., Juel, C., & Graves, B.B. (1998). *Teaching reading in the 21st century*. Boston: Allyn & Bacon.

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

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

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.

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

Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading*, 11(4), 357-383.

Pearson, P.D. (1985). Changing the face of reading comprehension instruction. *Reading Teacher*, 35, 724 738.

Simpson, M. L. & Nist, S. L. (2000). An update on strategic learning: It's more than textbook reading strategies. *Journal of Adolescent and Adult Literacy*, 43(6), 528-541.

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

\*\*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.
- \*\*Goodman, K. (1973). Miscues: Windows on the reading process. In Ken Goodman (ed.) in *Miscue analysis: Applications to the reading instruction* (p. 3-14). Urbana, IL: NCTE.
- 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.
- Johnson, P. H. (1992). *Constructive evaluation of literate activity*. New York: Longman.
- Morris, D., et al (2011). Validating craft knowledge: An empirical examination of elementary-grade students' performance on an informal reading assessment. *Elementary School Journal*, 112(2), 205-233.
- Rupley, W.H. & Blair, T.R. (1989). Culturally and language diverse children in the classroom. In *Reading Diagnosis and Remediation* (3rd ed.). Columbus, OH: Merrill Publishing Co.
- 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.
- Brophy, J. & Rohrkemper, M. (1989). Teachers' strategies for coping with failure syndrome students (Research Series No. 197). ERIC Document Reproduction Service No. ED 314 400.
- Clay, M.M. (1985). *The early detection of reading difficulties* (3rd ed.). Auckland, New Zealand: Heinemann Educational Books.
- Cunningham, P. (2006). What if they can say the words but don't know what they mean? *Reading Teacher*, 59 (7), 708

- Daisy, P. (1993). Three ways to promote the values and uses of literacy at any age. *Journal of Reading*, 36(6), 436-440.
- Dixon, C. & Nessel, D. (1983). *Language Experience Approach to Reading (and Writing). Language-Experience Reading for Second Language Learners*. Hayward, CA: Alemany Press.
- Dunn, R. (1990). Rita Dunn answers questions on learning styles. *Educational Leadership*, 48(2), 15-19.
- \*\*Fernald, G. M., & Keller, H. (1921). *The Effect of Kinaesthetic Factors in the Development of Word Recognition in the Case of Non-Readers*. *Journal of Educational Research*, 4, 355-377.
- \*\*Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Portland MA: Stenhouse Publishers.
- 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.
- \*Johnson, D & Johnson, R. (1990). Social skills for successful group work. *Educational Leadership*, 47(4), 29-33.
- Joseph, L. M. (1998/1999). Word boxes help children with learning disabilities identify and spell words. *Reading Teacher*, 52(4), 348-356.
- \*\*Labbo, L. D. & Teale, W. H. (1990). Cross-age reading: A strategy for helping poor readers. *The Reading Teacher*, 43 (6), 362-369.
- Leland, C. & Fitzpatrick, R. (Dec. 1993/Jan. 1994). Cross age interaction builds enthusiasm for reading and writing. *The Reading Teacher*, 47(4), 292-301.
- \*\*Martinez, M., Roser, N., & Strecker, S., (1999). "I Never Thought I Could Be a Star": A Readers Theatre Ticket to Reading Fluency. *Reading Teacher*, 52, 326-334.
- \*\*Marzano, R. J. (2010). *Teaching basic and advanced vocabulary: A framework for direct instruction*. Boston: MA Heinle.
- Merkley, D. M. & Jefferies, D. (2000/2001). Guidelines for implementing a graphic organizer. *Reading Teacher*, 54(4), 350-357.
- \*\*Ogle, D.M. (1986). K-W-L: A teaching model that develops active reading of expository text. *Reading Teacher*, 39, 564-570.
- Opitz, M.F. & Harding-DeKam, J.L. (2007). Understanding and teaching English-language learners. *Reading Teacher*, 60 (6), 590-593.
- Palincsar, A.S., Ransom, K. & Derber, S. (Dec. 1988/Jan. 1989). Collaborative research and development of reciprocal teaching. *Educational Leadership*, 46, 37-40.

- Pearson, P.D. (1982). *Asking questions about stories*. Columbus, OH: Silver Burdett and Ginn.
- 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.
- \*\*Raphael, T. E. & Pearson, P. D. (1985). Increasing students' awareness of sources of information for answering questions. *American Educational Research Journal*, 22(2), 217-235.
- 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.
- \*\*Rasinski, T. V. (1998). *Guided Fluency Instruction: Moving Students to Independence* [Research Paper Volume 3]. New York: Scholastic.
- \*\*Stahl, S. & Miller, P. D. (1989). Whole language and language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research*, 59, 87-116.
- Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency, and comprehension*. Portsmouth, NH: Heinemann.
- \*\*Szabo, S. (2006). KWHHL: A student-driven evolution of the KWL. *American Secondary Education*, 34(3), 57-67.
- \*\*Tanner, K. D. (2012). Promoting student metacognition. *CBE---Life Sciences Education*, 11, 113-120.
- Yopp, H. K. & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *Reading Teacher*, 54(2), 130-143.
- Yopp, R. H. & Yopp, H. K. (2000). Sharing informational text with young children. *Reading Teacher*, 53(5), 410-423.
- TOPIC:** Content Area Reading
- Allen, J. (2007). *Inside Words: Tools for teaching academic vocabulary grades 4-12* (2<sup>nd</sup> ed). Portland MA: Stenhouse Publishers.
- Friend, R. (2000/2001). Teaching summarization as a content area reading strategy. *Journal of Adolescent and Adult Literacy*, 44(4), 320-329.
- Hennings, D. G. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent and Adult Literacy*, 44(3), 268-279.
- Irwin, J.W. and Blake, I. (1989). Understanding the organization. In *promoting active reading comprehension strategies: A resource book for teachers*. Englewood Cliffs, NJ: Prentice Hall.
- \*\*Manzo, A. V. (1969). The ReQuest procedure. *Journal of Reading*, 13, 123-126.
- Muth, K. D. (Ed.). (1989). *Children's comprehension of text: Research into practice*. Newark, DE: International Reading Association.

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

**TOPIC:** Instructional Materials

\*\*Allington, R. (1975). An evaluation of the use of color cues to focus attention in discrimination and paired-associate learning (abstract). *Reading Research Quarterly*, 10 (2), 244-247.

Camp, D. (2000). It takes two: Teaching with Twin Texts of fact and fiction. *Reading Teacher*, 53(5), 400-408.

\*\*Dolch, E.W., Ph.D. (1948). *Problems in Reading*. Champaign, IL: The Garrard Press.

Dymock, S. (2005). Teaching expository text structure awareness. *Reading Teacher*, 59 (2), 177-181.

Graves, R. (Ed.). *The RIF guide to encouraging young readers*. Washington, D.C.: RIF, Inc.

Hill, S. (1986). *Books alive! Using literature in the classroom*. Melbourne, New Zealand: Nelson.

Jongsma, K. (2001). Using CD-ROMs to support the development of literacy processes. *Reading Teacher*, 54(6), 592-595.

Kline, L. (1986). Reading: Whole language development, renewed focus on literature spurs change. *Curriculum Update*. Alexandria, VA: Association for Supervision and Curriculum Development.

Olson, M.W. & Homan, S.P. (Eds.) (1993). *Teacher to Teacher: Strategies for the Elementary Classroom*. Newark, DE: International Reading Association.

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

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.

Stahl, S. A. (1999). *Vocabulary development: From reading research to practice*. Newton Upper Falls, MA: Brookline.

Trelease, J. (2006). *The read aloud handbook (6<sup>th</sup> ed.)*. New York: Penguin Books.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

<b>Course Specific Glossary:</b>
<b>1. Assessment</b> – A broad term that covers various types of tests and measurement.
<b>2. At-risk students</b> – Those students who because of their backgrounds or other factors are in danger of failing in school.

3.	<b>Automaticity</b> – The rapid, effortless, accurate decoding of words.
4.	<b>Base</b> – A word to which affixes are added to create new words.
5.	<b>Capacity level</b> – The highest level at which a learner can understand material when it is read aloud to him or her.
6.	<b>Chapter 1</b> – Renamed Title I in 1994.
7.	<b>Cloze test</b> – Reader must supply words which have been systematically deleted from a passage.
8.	<b>Comprehension</b> – Understanding; the ability to get the meaning of something.
9.	<b>Context clues</b> – Information found in the surrounding text that enables a reader to determine the meaning (and sometimes the pronunciation) of a word.
10.	<b>Cross-age tutoring</b> – Students from upper grades work with children from lower grades.
11.	<b>Diagnosis</b> – 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.	<b>Diagnostic teaching</b> – The practice of continuously trying a variety of instructional strategies and materials based on the needs of students.
13.	<b>Dyslexia</b> – Severe reading disability.
14.	<b>Educational factors</b> – Those factors that come under the domain or control of the educational system and influence learning.
15.	<b>Encoding</b> – The process of selecting the appropriate letter sequence to spell the sounds in written words.
16.	<b>English language learners (ELL)</b> – 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.	<b>Experience story/chart</b> – A basic teaching technique in reading founded on experiences of students.
18.	<b>Fluency</b> – The ability to read connected text accurately, quickly, and with expression.
19.	<b>Frustration reading level</b> – The child reads with many word recognition and comprehension errors. It is to be avoided.
20.	<b>Graphic organizer</b> – A graphic representation used to illustrate concepts and relationships among concepts such as classes, properties, and examples.
21.	<b>Independent reading level</b> – Level at which the child reads on his or her own without any difficulty.
22.	<b>Inference</b> – Understanding that is not derived from a direct statement but from an indirect suggestion in what is stated; understanding that is implied.
23.	<b>Informal reading inventory (IRI)</b> – 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.	<b>Instructional reading level</b> – The level at which a student should be receiving reading instruction.
25.	<b>Interactive reading models</b> – The construction of meaning through the interaction of the reader and text.
26.	<b>Interest inventory</b> – A statement or questionnaire method that helps teachers learn about likes and dislikes of students.
27.	<b>Invented spelling</b> – A process by which writers create their own version of written words based on their knowledge of sound-symbol relationships.
28.	<b>Language-experience approach</b> – A non-structured emerging reading program based on students' experiences, which incorporates all aspects of the language arts into reading.

<b>29. Listening/capacity level</b> – The highest level at which a learner can understand material when it is read aloud to him or her.
<b>30. Literacy</b> – The process of reading and writing.
<b>31. Literal comprehension</b> – The ability to obtain a low-level type of understanding by using only information that is explicitly stated.
<b>32. Metacognition</b> – Thinking critically about thinking; refers to individuals’ knowledge about their thinking processes and ability to control them.
<b>33. Miscue</b> – Unexpected response to print.
<b>34. Miscue analysis</b> – A process that helps teachers learn how readers get meaning from language.
<b>35. Morpheme</b> – The smallest individually meaningful element in the utterances of a language.
<b>36. Paired reading</b> – The child reads aloud simultaneously with another person.
<b>37. Question Answer Relationships (QARs)</b> – A system of prompts or cues that helps students distinguish between “what they have in their heads” and information that is in the text.
<b>38. Reading process</b> – Concerned with the affective, perceptual, and cognitive domains.
<b>39. Reading Recovery Program</b> – An early individualized, one-on-one intervention program for first-graders who are experiencing difficulty in learning to read.
<b>40. Recreational reading</b> – Reading primarily for enjoyment, entertainment, and appreciation.
<b>41. Repeated reading</b> – Child re-reads a passage until he/she gains confidence & fluency.
<b>42. Reversals</b> – Confusion of letters and words by inverting them; for example, <i>b = d</i> , <i>was = saw</i> , and vice versa.
<b>43. Running record</b> – Documentation of a child’s reading performance by recording miscues or deviations from the text.
<b>44. Schemata</b> – These structured designs are the cognitive arrangements by which the mind is able to categorize incoming stimuli.
<b>45. Schema theory</b> – Deals with relations between prior knowledge and comprehension.
<b>46. Segmentation</b> – The process of breaking words into their component phonetic elements; recognizing that the word <b>mat</b> consists of three phonemes /m/ /a/ /t/.
<b>47. Self-fulfilling prophecy</b> – 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.
<b>48. Semantic clue</b> – Meaning clue.
<b>49. Sight words</b> – Words that readers recognize instantaneously without needing to analyze them.
<b>50. Structural analysis</b> – The process of determining the pronunciation and meaning of words by analyzing the structural elements of bases, roots and affixes.
<b>51. Syntax</b> – Refers to word order or position of the word in a sentence.
<b>52. Think aloud</b> - Modeling strategy involving “thinking out loud”; verbalizing one’s thoughts to help students gain understanding.
<b>53. Top-down reading models</b> – These models depend on the reader’s background of experiences and language ability in constructing meaning from the text.
<b>54. Unaided recall</b> – The process of finding the answer to a question in one’s memory without rereading the text or notes.
<b>55. Visual discrimination</b> – The ability to distinguish differences and similarities between written symbols.



<b>56. Vocabulary consciousness</b> – An awareness that words may have different meanings based on their context and a desire to increase one's vocabulary.
<b>57. Whole word method</b> – An approach to teaching reading that involves having children memorize entire words.
<b>58. Word recognition</b> – 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.