

Section 11 – Syllabi

Attachment 3 contains all the syllabi for required literacy courses and required core courses. The strands of the BT Professional Reading Standards for the Classroom Reading Teacher are indicated as follows within the syllabi: Standards for the Structure of Programs for Preparing Reading Specialists – Black; Standards for Professionalism in Reading - Pink; Standards for Knowledge about Content and Curriculum in Reading: Meaning and Communication - Indigo; Standards for Knowledge about Content and Curriculum in Reading: Knowledge Base - Sky Blue; Standards for Knowledge about Content and Curriculum in Reading: Literature and Understanding - Blue; Standards for Knowledge about Content and Curriculum in Reading: Genre and Craft of Language - Violet; Standards for Knowledge about Content and Curriculum in Reading: Skills and Processes - Teal; Standards for Pedagogy: Instruction - Bright Green; Standards for Pedagogy: Assessment - Green; and Organizing and Implementing School and District Reading Programs - Red.

CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Department of Teacher Education and Professional Development
Course Syllabus

<u>EDU</u>	<u>330</u>	<u>Reading in the Elementary School</u>	<u>3 (3-0)</u>
Designator	Number	Course Title	Credit(Mode)

Title Abbreviation: Reading in Elem School

Bulletin Description: Objectives, content, materials, organization, and methods of teaching reading in the elementary school.

CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the instructor as early as possible.

Prerequisites: EDU 280 (students with emphasis on the emotionally impaired and mentally impaired are required to have SPE 126; PSY 220). Requires admission to Teacher Education Program.

Course Objectives:

- C - Concept-and knowledge-driven:** Provides the knowledge base needed in teaching. Also provides pedagogical studies to prepare professionals for the classroom.
- LEA - LEArner centered: Focuses on the intellectual, social, emotional, and physical needs of each Learner.**
- R - Reflective practice relevant to diverse settings/roles:** Prepares professionals who reflect upon the role that they fill, from the teacher inside diverse classrooms to curriculum planner or educational professional within a school or community.
- EL - The number indicates the **Entry-Level Standards for Michigan Teachers addressed by each objective.****
- CS - The number refers to each required standard for meeting the **Certification Standards for the Preparation of All Elementary and Secondary Teachers in Reading Instruction.****
- BT - **Reading Minor Endorsement:** The number refers to each required standard for meeting the reading minor endorsement**

At the conclusion of the course students will be able to:

1. describe reading as a process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation which includes: (C, LEA; EL - 1.g., 2.a., 2.f, 3.d; CS – 2; BT – 1.1, 1.2, 3.1.1.1)
 - a. the critical relationship of background knowledge and reading comprehension
 - b. the importance of the content and organization of the text
 - c. the role of the purpose, task, and reading situation.
2. describe current reading standards such as (C; EL - 1.g., 1.h., 3.g., 5.a; CS – 3; BT – 1.1, 1.2, 4.2.1.2)
 - a. national reading standards,
 - c. national literacy standards, and
 - b. Michigan core curriculum standards and benchmarks

3. explain influences of literacy leaders, theoretical, and research-based dimensions of reading process including but not limited to: (C, LEA; EL - 1.g., 2.a, 3.d; CS – 2, 3, 5; BT - 1.1, 1.2, 3.1.1.4, 3.1.2.8)
 - a. Cambourne's Model of Literacy Learning
 - b. Western Australia's Phases of Reading Development
 - c. a bottom up model of reading
 - d. a top down model of reading
 - e. an interactive model of reading

4. describe the following factors and research that influence decisions about reading instruction:
 - a. knowledge of the reading process including but not limited to: (C, LEA; EL – 2.a, 3.e., 3.f ; CS – 2, 3, 4, 6, 11, 15; BT – 3.1.1.2, 3.1.1.3, 3.1.1.4, 3.1.2.2, 3.4.1.5, 3.4.2.1, 4.1.1.2)
 - relationships between language development and reading development
 - relationships among human growth, development factors, and reading instruction
 - relationships among reading, writing, speaking, listening, viewing, and visually representing
 - relationships of the language arts to an integrated curriculum
 - b. knowledge of and appropriate instruction including technological resources for individual differences including but not limited to: (C, LEA; EL - 1.f., 2.e., 2.f., 2.h., 4.a., 7.a; CS – 4, 10, 11, 20, 28; BT – 3.1.1.3, 3.1.2.2, 3.3.1, 3.4.2.3, 3.4.5, 4.1.1.5, 4.1.1.7, 4.1.2, 4.2.1.2, 5.1, 5.5.2)
 - prior knowledge and experience
 - limited English proficiency
 - culturally diverse backgrounds
 - special needs such as gifted & talented, learning disabilities, or impairments
 - multiple intelligences, learning styles, and learning modalities
 - c. knowledge of variety instructional materials and methods including but not limited to (C; EL - 1.h., 3.b., 3.g., 7.a; BT – 3.2.1, 3.2.3, 3.2.4, 3.2.6, 3.4.1.6, 5.5.4)
 - predictable books, big books, basal reader materials, content area texts, various narrative and expository materials, computer software, and multimedia technology
 - discussion, individual activities, whole group activities, cooperative learning, modeled instruction, direct instruction, interactive writing, guided reading, independent reading
 - comparing and contrasting multiple texts for concepts, key ideas, perceptions,
 - d. knowledge of contextual factors including but not limited to (C, LEA; EL - 1.c., 2.d., 5.b., 7.d; CS – 8, 12, 13, 14, 15, 26; BT – 2.3, 3. 1.2.1, 3.1.2.2, 3.1.2.4, 3.1.2.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1.3., 3.4.9, 4.1.2)
 - opportunities for children to be exposed to various purposes and functions for reading/writing/speaking/listening/viewing/visually representing
 - various narrative and expository text structures and their importance to learners
 - opportunities for students to experience reading/writing as relevant to themselves and daily living outside of school
 - classroom environments that allow young children to symbolically represent their world through non-print expression
 - appropriate classroom management to assure a safe and orderly environment which is conducive to literacy learning
 - e. knowledge of the role of literature in the reading program (C; EL - 1.c., 1.g.,2.i., 3.e; BT – 3.2.1, 3.2.2, 3.2.5, 4.2.2.4)

- f. knowledge of listening, speaking, writing, viewing, and visually representing and their relationship to reading (C; CS- 27; BT-4.1.3.9, 4.1.3.10, 4.1.3.11)
- g. knowledge of the importance of and ways to teach children to respond personally, analytically, and personally to text
(C, LEA; CS 41, BT - 3.1.2.7, 3.4.1.4)
- h. ability to communicate and interact effectively with community members, parents, and/or guardians to maximize opportunities for student achievement and success in literacy (LEA; EL - 4.d., 6.a., 6.c., 6.e; CS – 18, 31, 36, 43; BT - 2.6, 2.7, 3.4.1.7, 4.1.3.5, 4.1.5, 4.2.1.7, 5.4.1, 5.4.3, 5.4.4, 5.4.5, 5.5.2, 5.6.3)
5. explain and demonstrate effective strategies for
- a. instructional approaches to reading instruction including, but not limited to (C, R; EL - 1.c., 3.e., 3.f.; CS – 3, 4; BT – 1.3, 3.4.1.2, 3.4.7, 4.1.1.1, 4.1.1.4, 4.1.1.5, 4.1.1.6, 4.1.3.5)
- teacher as a model for all aspects of the language arts including questioning, think alouds, appropriate communication behaviors, when and how to use multiple comprehension strategies, conventions of written English,
 - basal reading program, direct instruction, language experience, modeled reading, shared reading, guided reading, independent reading, literature circles/literature response groups, content reading strategies, integration of the language arts, literacy across the curriculum, and thematic teaching.
- b. dimensions of the reading process, literacy, and literacy instruction and their relationships to one another (C; EL - 2.b.3.a.,3.b.,3.d.,3.g; CS – 5, 9, 22, 25, 27; BT - 3.1.1.1, 3.1.2.2, 3.1.2.3, 3.1.2.1, 3.4. 2.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7; 4.1.3.4, 4.1.3.8, 4.1.3.9, 4.1.3.10, 4.2.1.5, 4.2.2.3)
- phonemic awareness, sound-print code,
 - stages of literacy development
 - word recognition skills including: sight words, graphophonics, syntax, semantics, and context clues
 - fluency
 - vocabulary meaning, structural analysis, dictionary skills, and figurative language
 - comprehension as a process of constructing meaning
 - correlation with listening strategy instruction
 - use of discourse to explore ideas
 - correlation with writing instruction and stages of the writing process
 - determining purposes and audiences for communication
 - relationships among these dimensions
- c. interaction of teacher and student(s) at the phases of instruction (LEA; EL – 4.b; CS – 24, 25, 30, 31; BT - 3.4.6, 3.4.7, 4.2.2.1, 4.2.2.3)
- before reading instructional strategies
 - during reading instructional strategies
 - after reading instructional strategies
- d. preparation of the independent and advanced strategic reader (C, LEA; EL –1.c., 2.b., 2.g., 4.b., 7.e; BT – 2.4, 2.5, 3.2.3, 3.2.7, 3.4.8, 3.4.9, 4.1.1.3, 4.1.1.4, 4.1.1.9, 4.1.3.1, 4.1.3.2, 4.1.3.3, 4.1.3.6)
- knowledge and application of study strategies
 - application of a variety of strategies including informational technologies in a flexible manner
 - apply self-monitoring strategies (metacognition)
 - knowledge and application of the craft of literacy
 - create learning environments that promote critical and higher order thinking
 - create learning environments that promote lifelong learning in literacy
 - teach and promote the use of inquiry and exploration of important issues in communities beyond the school
- e. relationship between reading instruction and assessment based upon learning theories and research in literacy (C; EL – 2.g; CS – 32, 33, 34, 35; BT – 3.1.2.6, 3.3.3, 3.3.4, 3.4.3, 3.4.10, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.1.4, 4.2.1.5, 4.2.1.8)

- knowledge of a variety of classroom assessments such as portfolios, rubrics, checklists, anecdotal records
 - knowledge of state assessment such as MLPP and MEAP
 - knowledge of the uses of formal and informal assessments
 - knowledge of how to select assessments for a variety of purposes
6. explain the following attitudes and perceptions about reading and reading instruction (C, LEA, R; EL - 1.g., 2.a., 2.b, 2.c., 2.d, 3.c., 3.d., 3.g., 5.a., 5.e., 7.a., 7.b; CS – 1, 2; BT – 2.1, 2.2, 2.5, 2.9, 2.10, 2.11, 3.1.1.1, 3.1.1.4, 3.1.2.7, 3.2.4, 3.4.1.1, 4.1.1.8)
- a. the expectation that all students can learn to read
 - b. the promotion of student appreciation, interest, and engagement in literacy activities including selecting materials, reading as a lifelong pursuit, writing for multiple personal purposes, expression oneself visually and in writing,
 - c. the importance of teaching reading as a process rather than a series of activities or isolated skills
 - d. the importance of reading aloud to students
 - e. the importance of helping students understand their own and others’ cultures, literacy abilities, and language.
 - f. the importance of staying current with regard to the reading process, reading instruction, and reading research
 - g. the importance of engaging in reflective practice with an emphasis on inquiry-based teaching

Textbooks and Other Required Materials to be Furnished by the Student:

Instructors are encouraged to use the following texts:

Reutzal, D. R. & Cotter, R. B. (2000). Teaching children to read: Putting the pieces together (3rd ed.). New York, NY: Macmillan/Merrill.

Cunningham, P. M. (2000). Phonics they use: Words for reading and writing (3rd ed.). White Plains, NY: Longman.

Tompkins, G. E. (1998). 50 literacy strategies step by step. Columbus, OH: Merrill.

General Methodology*:

1. Lectures to supplement and elaborate upon text materials
2. Small group and whole class discussions
3. Cooperative learning simulations
4. Individual and small group projects/presentations related to development reading
5. Reading articles and other materials outside of class
6. Multimedia presentations pertinent to reading.

Course Outline:

Nature of Reading

3 Hours

- Michigan Definition of Reading
- National Standards of Reading
- Core Curriculum
- Reading as a Lifelong Process
- Relationship to the language arts – listening, speaking, writing, viewing

and visually representing	
Models of Reading	3 Hours
Cambourne's Model of Literacy Learning	
First Steps	
Bottom Up Model	
Top Down Model	
Interactive Model	
Basal Approach	
Whole Language	
Children's Literature	3 Hours
Role of Literature in the Reading Program	
Developing Independent Readers	
Understanding Diversity	
Responses to Literature	
Genre Studies	
Reading/Writing Connection	3 Hours
Role of Writing in the Reading Program	
Writing Process	
Using Process Writing in the Classroom	
Similarities between Reading and Writing	
Integration of Reading and Writing	
Handwriting Skills	
Spelling in the Writing Process	
Emergent Literacy	3 Hours
Reading Readiness vs. Emergent Literacy	
Cognitive Factors	
Oral Language Factors	
Perceptual Factors	
Affective Factors	
Home Environment	
Multiple Intelligence	
Supportive Environment	
Decoding	3 Hours
Phonemic Awareness	
Decoding Knowledge	
Phonic Knowledge	
Sight Word Knowledge	
Graphophonics in Whole Language	
Decoding Needs of Linguistically Diverse Students	
Strategies for Teaching Decoding	
Vocabulary	3 Hours
Meanings of Words	
Types of Words	
Selection of Vocabulary	
Principles of Teaching Vocabulary	
Figurative Language	
Structural Analysis	
Dictionary Skills	
Narrative Text	3 Hours

Story Grammar
Role of Inferences
Syntactic Knowledge
Discourse Knowledge
Metacognitive Knowledge
Questioning Strategies
Needs of Students with Limited English Proficiency

Expository Text and Study Skills **3 Hours**

Expository Text Structure vs. Narrative Text Structure
Flexibility of Reading Rates
Research Materials
Strategies for Content Area Reading
Writing and Content Area Reading
Newspapers in Education
Text Taking Skills

Diverse Literacy Needs of Students **3 Hours**

History and Context of Children with Special Needs
General guidelines for Including All Students in the Reading Program
Students with Learning Disabilities
Students with Emotional Impairments
Students with Hearing Impairments
Students with Visual Impairments
Students with Speech or Language Disorders
Students with Mental Impairments
Students with Gifted Talents
Supportive Classroom Communities

Classroom Organization **3 Hours**

Individual Differences
Interclass Organization: homogeneous, departmentalized, team teaching, cross-grade grouping, split half classrooms
Intraclass Organization: individualized patterns, small-group patterns, whole class patterns
Multi-age Classrooms
Scheduling
Professional Development
Peer Tutoring
Parents
Teacher Aides

Multimedia, Technology, and Literacy **3 Hours**

Microcomputer Use in Reading
Word Processing
Spreadsheets
Telecommunications
Video and Multimedia Technology in the Classroom
Hypermedia and Hypertext
Evaluating Software

Literacy Evaluation and Assessment **3 Hours**

Issues in Assessment
Tests and Test Scoring
Evaluation of Readers and Writers

Evaluation of Materials
Portfolios
Rubrics
Cloze Procedure
Retellings
Diversity and Assessment

Final

2 Hours

Evaluation:

- | | |
|-------------------------|-------|
| 1. Assignments/projects | - 50% |
| 2. Research/evaluations | - 10% |
| 3. Midterm | - 15% |
| 4. Final/Portfolio | - 25% |

Syllabus Prepared By:

Leonie M. Rose (Name)

Xiaoping

Li (Name)

_____ (Signature)

_____ (Signature)

March 18, 2002 (Date)

Selected Bibliography

- Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Urbana-Champaign, IL: Center for the Study of Reading, The Reading Research and Education Center.
- Allington, R. L. and Walmsley, S. A. (Eds.). (1995). No quick fix: Rethinking literacy programs in America's elementary schools. New York, NY: Teachers College Press.
- Andrews, S. E. (1998). Using inclusion literature to promote positive attitudes toward disabilities. Journal of Adolescent & Adult Literacy, 41(6), 696-707.
- Anderson, R., et al. (1985). Becoming a nation of readers: The report of the commission on reading. Washington, D.C.: National Academy of Education.
- Anderson, R.S. & Speck, B.W. (2001). Using technology in K-8 literacy classrooms. Columbus, OH: Merrill.
- Armstrong, T. (2000). Multiple intelligences in the classroom. Second Edition. Alexandria, VA: Association for Supervision and Curriculum Development.
- Atwell, N. (1997). In the middle: Writing, reading, and learning with adolescents. Second Edition. Portsmouth, NH: Heinemann.
- Au, K. H. (1993). Literacy instruction in multicultural settings. Fort Worth, TX: Harcourt Brace.
- Au, K. H. (1997). Literacy for all students: Ten steps toward making a difference. The Reading Teacher, 51(3), 186-194.
- Au, K. H., Carroll, J. H., Scheu, J. A. (1997). Balanced literacy instruction; A teacher's resource book. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Barrentine, S. J. (1999). Reading assessment: Principles and practices for elementary teachers. Newark, DE: International Reading Association.
- Baumann, J. F., Hooten, P. W., & White, P. (1999). Teaching comprehension through literature: A teacher-research project to develop fifth graders' reading strategies and motivation. The Teaching Teacher, 53(1), 38-51.
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (1998). Words their way: Word study for phonics, vocabulary and spelling instruction. Englewood Cliff, NJ: Prentice-Hall.
- Beatty, J. J. (1994). Picture book storytelling: Literature activities for young children. New York, NY: Harcourt Brace.
- Beck, I., McKeown, M., Hamilton, R., & Kucan, L. (1997). Questioning the author. Newark, DE: IRA.
- Blachowicz, C. & Fisher, P. J. (2002). Teaching vocabulary in all classrooms. Second Edition. Columbus, OH: Merrill.

- Bond, T. F. (2001). Giving them free rein: Connections in student-led book groups. The Reading Teacher, 54(6), 574-584.
- Braunger, J., & Lewis, J. (1999). Using the knowledge base in reading. Newark, DE: International Reading Association.
- Brown, H. & Cambourne, B. (1989). Read and retell: A strategy for the whole language natural learning classroom. Portsmouth, NH: Heinemann.
- Brown, K. J. (2000). What kind of tent-For whom and when? Textual scaffolding for beginning readers. The Reading Teacher, 53(4), 270-291.
- Burke, E.M. (1993). Literature for the young child, second edition. Boston: Allyn & Bacon.
- Caldwell, J. & Ford, M. P. (2002). Where have all the Bluebirds gone? How to soar with flexible grouping. Westport, CT: Heinemann.
- Calkins, L. M. (2001). The art of teaching reading. New York, NY: Longman.
- Calkins, L. M. (1994). The art of teaching writing. Portsmouth, NH: Heinemann.
- Camp, D. (2000). It takes two: Teaching with twin texts of fact and fiction. The Reading Teacher, 53(5), 400-408.
- Campbell, L., Campbell, B., & Dickinson, D. (1996). Teaching & learning through multiple intelligences. Needham Height, MA: Allyn & Bacon.
- Carr, K. S., Buchanan, D. L., Wentz, J. B., Weiss, M. L., & Brant, K. J. (2001). Not just for the primary grades: A bibliography of picture books for secondary teachers. Journal of Adolescent & Adult Literacy, 45(2), 44-49.
- Casey, M.Beth & Tucker, Edwin, C. (October 1994). Problem-centered classrooms: creating lifelong learners. Phi Delta Kappan, 139-143.
- Chall, J. (1967). Learning to read: The great debate. New York, NY: McGraw-Hill Book Company.
- Coles, G. (2000). Misreading reading. Westport, CT: Heinemann.
- Cooper, J. D. (1999). Literacy: Helping children construct meaning. Boston, MA: Houghton Mifflin.
- Cunningham, P. M. & Allington, R. L. (2003). Classrooms that work – They can all read and write. Third Edition. New York, NY: Longman
- Daniels, H. (2002). Literature circles: Voice and choice in book clubs & reading groups. Second Edition. York, ME: Stenhouse Publishers.
- Daniels, H. & Bizar, M. (1998). Methods that matter: Six structures for best practice classrooms. York, ME: Stenhouse Publishers.

- Daniels, H.A. (ed). (1990). Not only English: Affirming America's multilingual heritage. Urbana, IL: NCTE.
- Duffy-Hester, A. M. (1999). Teaching struggling readers in elementary school classrooms: A review of classroom reading programs and principles for instruction. The Reading Teacher, 52(5), 480-495.
- Dyson, A. H. (1998). Folk processes and media creatures: Reflections on popular culture for literacy educators. The Reading Teacher, 51(5), 392-402.
- Fitzgerald, J. (1999). What is this thing called "balance"? The Reading Teacher, 53(2), 100-116.
- Fountas, I. C., & Pinnell, G.S. (2001). Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.
- Fountas, I. C. & Pinnell, G. S. (1999). Voices on word matters: Learning about phonics and spelling in the literacy classroom. Portsmouth, NH: Heinemann.
- Fountas, I., & Pinnell, G. S., (1996). Guided reading. Portsmouth, NH: Heinemann.
- Fox, B. J. (2000). Word identification strategies: Phonics from a new perspective. Second Edition. Columbus, OH: Merrill.
- Fresch, M. J. (2001). Journal entries as a window on spelling knowledge. The Reading Teacher, 54(5), 186-194.
- Gambrel, L. B. & Almasi, J.F., eds. (1996). Lively discussion! Fostering engaged reading. Newark, DE: International Reading Association.
- Goodman, K. (1996). Ken Goodman on Reading. Portsmouth, NH: Heinemann.
- Goodman, K. (1993). Phonics Phacts. Portsmouth, NH: Heinemann.
- Goodman, K.S., Goodman, Y.M., & Hood, W.J. (1989). The whole language evaluation book. Portsmouth, NH: Heinemann.
- Graham, R. J. (2000). The self as writer: Assumptions and identities in the writing workshop. Journal of Adolescent & Adult Literacy, 43(4), 358-364.
- Hart-Hewins & Wells, J. (1999). Better Books! Better Readers! How to Choose, Use and Level Books for Children in the Primary Grades. Markham, Ontario: Pembroke Publishers Limited.
- Harvey, S. & Goudvis, A. (2000). Strategies That Work: Teaching Comprehension to Enhance Understanding. York, ME: Stenhouse Publishers.

- Heard, G. (2002). The Revision Toolbox: Teaching Techniques That Work. Westport, CT: Heinemann.
- Headley, K. N. & Dunston, P. J. (2000). Teachers' choices books and comprehension strategies as transaction tools. The Reading Teacher, 54(3), 260-268.
- Huck, C. (1998). Do your homework, Mr./Ms. Legislator! *The Council Chronicle* 7:3, 14.
- Jimenez, R. T. (2001). "It's a difference that changes us": An alternative view of the language and literacy learning needs of Latina/o students. The Reading Teacher, 54(8), 736-742.
- Karolides, N. J. (Ed.). (1997). Reader response in elementary classroom. Mahwah, NJ: Lawrence Erlbaum.
- Koskinen, Patrica, S., Wilson, Robert M., Gambrell, Linda A., & Neuman, Susan B (September 1993). Captioned video and vocabulary learning: An innovative approach. The Reading Teacher, 47(1), 36-45.
- Karchmer, R. A. (2001). The journey ahead: Thirteen teachers report how the internet influences literacy and literacy instruction in their k-12 classrooms. Reading Research Quarterly, 36(4), 442-466.
- Lewis, C. (1998). Literary interpretation as a social act. Journal of Adolescent & Adult Literacy, 42(3), 168-177.
- Lindfors, J. W. (1999). Children's inquiry. New York: NY: Teachers college Press.
- MacKenzie, K. K. (2001). Using literacy booster groups to maintain and extend reading recovery success in the primary grades. The Reading Teacher, 55(3), 222-234.
- Manzo, A., & Manzo, U. (1997). Content area literacy: Interactive teaching for active learning. Upper Saddle River, NJ: Merrill.
- McLaughlin, M. & Allen, M. B. (2002). Guided Comprehension: A Teaching Model for Grades 3-8. Newark, Delaware: IRA.
- Menon, M. B., & Mirabito, J. (1999). "Ya mean all we hafta do is read?" The Reading Teacher, 53(3), 190-211.
- Mercurio, M. L. (1999). All aboard the Titanic: Character journals are just the tip of the iceberg. Journal of Adolescent & Adult Literacy, 42(3), 168-177.
- Mesmer, H. A. E. (1999). Scaffolding a crucial transition using text with some decodability. The Reading Teacher, 53(2), 130-142.
- Murray, W. & Rowan, M. Early, mandatory, pragmatic processing. Journal of Psycholinguistic Research, 27(1), 29.

- Neuman, S., & Roskos, K. (1998). Children achieving: Best practices in early literacy. Newark, DE: IRA.
- McGill-Frazen, Anne & Lanford, Cynthia. (April 1994). Exposing the edge of the preschool curriculum: Teachers' Talk about Text and Children's Literary Understandings. *Language Arts*, 264-273.
- Morado, C., Koenig, R., & Wilson, A. (1999). Mini-performances, many stars! Playing with stories. The Reading Teacher, 53(2), 116-123.
- Neuman, S. B. & Celano, D. (2001). Books aloud: A campaign to "put books in children's hands". The Reading Teacher, 54(6), 550-557.
- Norton, D. (1991). Through the eyes of a child. (3rd ed.) Columbus, OH: Merrill.
- Pikulski, John J. (September 1994). Preventing reading failure: A review of five effective programs. The Reading Teacher, 48(1), 30-39.
- Powell, R., Cantrell, S. C., & Adams, S. (2001). Saving black mountain: The promise of critical literacy in a multicultural democracy. The Reading Teacher, 54(8), 772-781.
- Quatroche, D. J., Bean, R. M., & Hamilton, R. L. (2001). The role of the reading specialist: A review of research. The Reading Teacher, 55(3), 282-294.
- Raphael, T. E., & Au, K. H. (Eds.). (1998). Literature-based instruction: Reshaping the curriculum. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Rasinski, T. & Padak, N. (1996). Holistic reading strategies. Englewood Cliffs, NJ: Prentice Hall.
- Reutzel, D.R. & Cooter, R.B. (1991). Organizing for effective instruction: The reading workshop. The Reading Teacher, 44, 548-554.
- Reutzel, D. R., & Cooter, R. B. (1999). Balanced reading strategies and practices: Assessing and assisting readers with special needs. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Rog, L. J. & Burton, W. (2002). Matching texts and readers: Leveling early reading materials for assessment and instruction. The Reading Teacher, 55(4), 348-356.
- Rubin, Dorothy. (1995). Teaching elementary language arts: An integrated approach. Boston: Allyn and Bacon.
- Salembier, G. B. (1999). SCAN and RUN: A reading comprehension strategy that works. Journal of Adolescent & Adult Literacy, 42(5), 386-394.
- Skilling, M. J. (2000). Student-generated rubrics: Bringing students into the assessment process. The Reading Teacher,
- Smith, F. (1988). Understanding reading: A psycholinguistic analysis of reading and learning to read (4th ed.). Hillsdale, NJ: Erlbaum.

- Spangenberg-Urbschat, K., & Pritchard, R. (Eds.). (1994). Kids come in all languages: reading instruction for ESL students. Newark, DE: IRA.
- Stanovich, Keith. (December 1993/January 1994). Romance and reality. The Reading Teacher, 47(2), 280-290.
- Strickland, D. S., Ganske, K., & Monroe, J. K. (2001). Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6. Newark, Delaware: IRA.
- Swift, Kathleen. (February 1993). Try reading workshop in your classroom. The Reading Teacher, 46(5), 366-371.
- Tancock, Susan, M. (October 1994). A literacy lesson framework for children with reading problems. The Reading Teacher, 48(2), 130-141.
- Tierney, R.J., Carter, M.A., & Desai, L.E. (1991). Portfolio assessment in the reading-writing classroom. Norwood, MA: Christopher.
- Tierney, R.J., Readence, John E., Dishner, Ernest K. (1994). Reading strategies and practices, Fourth edition. Boston: Allyn and Bacon.
- Tower, C. (2000). Questions that matter: Preparing elementary students for the inquiry process. The Reading Teacher, 53(7), 550-557.
- Trousdale, A.M. (1990). A submission theology for Black Americans: Religion and social action in prize-winning children's books about the Black experience in American. Research in the teaching of English. 43, 22-28.
- Williams, M. (2001). Making connections: A workshop for adolescents who struggle with reading. Journal of Adolescent & Adult Literacy, 44(7), 588-602.
- Winters, R. (2001). Vocabulary anchors: Building conceptual connections with young readers. The Reading Teacher, 54(7), 658-662.
- Worthan, S. (2001). Teachers and students as novelists: Ethical positioning in literature discussions. Journal of Adolescent & Adult Literacy, 45(2), 126-137.
- Worthy, J. & Broaddus, K. (2002). Fluency beyond the primary grades: From group performance to silent, independent reading. The Reading Teacher, 55(4), 334-343.

CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Department of Teacher Education and Professional Development
Course Syllabus

EDU	431	Corrective Reading in the Classroom	3(3-0)
Designator	Number	Course Title	Credit(Mode)

Title Abbreviation: Corrective Rdg in Class

Bulletin Description: Classroom diagnosis of students' reading strengths and weaknesses. Analysis of corrective and remedial techniques.

CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the instructor as early as possible.

Prerequisites: EDU 330

Textbooks and Other Recommended Materials to be Furnished by the Student:

Richek, M.A., Caldwell, J.S., Jennings, J.H., & Lerner, J.W. *Reading problems: Assessment and teaching strategies*. Boston: Allyn & Bacon.

Flynt, E.S. & Cooter, R.B. (2001). Reading inventory for the classroom. Upper Saddle River, NJ: Merrill.

Special Requirements of the Course:

A case study of a corrective reader in grades 2-8. (BT – 1.4)

General Methodology:

1. Lectures to supplement and elaborate upon text materials
2. Small group and whole class discussions
3. Reading professional articles in journals and Web sites.
4. Cooperative learning situations.
5. Multimedia presentations pertinent to corrective reading.
6. Work with an individual student in developing a case study.

Course Goals:

As a required course on the teacher education program for candidates pursuing an elementary certificate, this course seeks to help candidates understand that the teaching of reading is concept and knowledge driven, learner-centered and relevant to multiple contexts and roles. More specifically, this course is designed to provide theoretical and pragmatic understanding of the diagnosis and treatment of reading difficulty within the mainstream elementary classroom.

Course Objectives:

- C - Concept-and knowledge-driven:** Provides the knowledge base needed in teaching. Also provides pedagogical studies to prepare professionals for the classroom.
- LEA - LEARner centered: Focuses on the intellectual, social, emotional, and physical needs of each Learner.**
- R - Reflective practice relevant to diverse settings/roles:** Prepares professionals who reflect upon the role that they fill, from the teacher inside diverse classrooms to curriculum planner or educational professional within a school or community.
- EL - The number indicates the Entry-Level Standards for Michigan Teachers addressed by each objective.**

CS - The number refers to each required standard for meeting the **Certification Standards for the Preparation of All Elementary Teachers in Reading Instruction.**

BT - **Reading Minor Endorsement:** The number refers to each required standard for meeting the reading minor endorsement

At the conclusion of the course reading minor students will be able to:

1. demonstrate knowledge of state and national standards for literacy and the current definition of reading. (C, R; EL – 3.g; CS – 1; BT – 1.1, 1.2, 3.1.1.1, 4.2.1.2)
2. describe the characteristics of corrective readers and readers with disabilities and possible causes for each. (C, LEA; EL - 3.g, 4.e; CS- 7, 16, 17; BT – 3.1.2.3, 5.1, 5.2, 5.3)
3. demonstrate the belief that literacy needs are temporary in the corrective reader; that all aspects of literacy are developmental and children progress at different rates; and that struggling readers can learn the strategies to succeed in school and in their daily lives. (C, LEA, R; EL - 2.c, 3.c; CS – 4, 7, 11; BT – 2.1, 2.3, 3.1.1.3, 3.1.2.3, 3.4.2.1, 3.4.5, 4.1.2.3)
4. identify reading-related factors associated with reading difficulties supported by major theories of language development, cognition, and learning as well as educational leaders in research in literacy, psychology, special education and general education. These factors include:
 - a. cognitive, affective, cultural, physical, and social factors (C, LEA; EL - 2.a, 2.b, 4.a; CS – 4, 11; BT – 3.1.1.3, 3.1.1.4, 3.1.2.2, 3.1.2.8, 3.4.5)
 - b. home environment, parental support. (C, LEA, R; EL – 6.a; CS – 18, 44; BT – 2.6, 3.1.1.4, 3.1.2.8, 3.4.1.7, 5.4.3, 5.5.2, 5.6.3)
 - c. contextual factors such as grouping, reading across the curriculum, assessment practices, reading tasks. (C, LEA, R; CS – 12, BT- 3.1.1.4, 3.1.2.8, 3.1.2.4, 5.3)
5. demonstrate knowledge of assessing and evaluating reading and literacy performance with formal and informal reading measures which includes assessing: (C, LEA; EL - 2.f, 2.g, 3.g, 4.e; CS – 21, 22, 23, 34, 35; BT – 3.3.3, 3.4.3, 4.2.1.3, 4.2.1.4, 4.2.1.5, 4.2.2.2, 4.2.2.3)
 - a. oral and written language skills including phonological awareness
 - b. prior knowledge
 - c. word recognition skills
 - d. fluency
 - e. vocabulary
 - f. comprehension of narrative and expository text
 - g. spelling.
5. demonstrate knowledge of a variety of remedial and developmental techniques for treating reading problems including serving as a model for all areas of remediation and teaching in the language arts, knowledge of scope and sequence for print-sound code, word identification, vocabulary, fluency, comprehension, and study skills as well as the relationships among them; for example, comparing and contrasting multiple texts, using conclusions to support opinions, knowing text structures and characteristics of genre, understanding textual aids, fix-up strategies, varying reading rate, and time management . (C, LEA; EL - 2.a, 2.b, 3.a., 3.d, 4.b; CS – 9, 26, 29, 34, 37, 38; BT – 3.1.2.1, 3.2.6, 3.2.7, 3.3.2, 3.3.3, 3.4.1.1, 3.4.1.2, 3.4.4, 3.4.5, 3.4.6, 3.4.7, 3.4.8, 3.4.9, 4.1.1.1, 4.1.3.4, 4.1.3.5, 4.1.3.6, 4.2.1.3, 4.2.2.2, 4.2.2.3)
6. demonstrate knowledge of a variety of developmental and remedial techniques for teaching writing, spelling, speaking, listening, viewing and visually representing (C, LEA; EL - 2.a, 2.b, 3.a., 3.d, 4.b; CS – 27, 28, 32, 33, 35, 36; BT – 3.4.3, 3.4.10, 4.1.3, 4.1.3.2, 4.1.3.7, 4.1.3.8, 4.1.3.9, 4.1.3.10)
7. describe and demonstrate approaches that increase student motivation, interest, and engagement in literacy activities including self-monitoring and self-evaluation and that provide opportunities to use all aspects of the language arts – reading, writing, listening speaking, viewing, and visually representing (C, LEA; BT – 2.5, 3.1.2.5, 3.1.2.7, 3.2.4, 3.4.1.1, 3.4.1.3, 3.4.4.1, 4.1.1.8, 4.1.2, 4.1.3.3, 4.1.3.4)
7. describe approaches to reading development which accommodate diversity such as cultural, second language acquisition, social, physical, home environment. (C, LEA, R; EL - 1.f, 2.e, 2.f, 2.g, 2.h, 4.a, 7.a; CS – 14, 28; BT – 1.4, 2.1, 2.2, 3.3.1, 3.4.2.3, 4.1.1.7, 4.1.2, 4.1.3.6)
8. demonstrate knowledge of the use of educational technology including the World Wide Web and electronic libraries for assessing and teaching various reading skills. (C, LEA, R; EL - 1.h, 2.g, 3.b, 3.g, 7.a, 7.b, 7.d, 7.e; BT – 3.4.1.6, 4.1.1.6)

9. evaluate a variety of reading materials which may be used for remediation including children’s literature. (C, LEA; EL – 3.g; CS – 17; BT- 3.4.1.4, 5.2, 5.5.4)
10. develop a working plan within the mainstream classroom for diagnosis and treatment of a student experiencing reading difficulty. (C, LEA, R; EL – 2.d; CS- 39, 42; BT – 3.4.10, 4.2.2.3, 4.2.2.4)
11. use critical thinking skills to identify student strengths and needs to conduct a case study of a corrective reader and to develop an instructional plan for remediation. (C, LEA, R; EL - 5.b, 5.e BT – 2.4, 5.5.7)
12. utilize professional sources related to improving literacy such as (C, LEA, R; EL - 3.d, 3.g, 5.a, 5.e, 7.e, 7.g; CS – 1; BT – 2.10, 2.11, 2.13, 3.2.1, 3.4.1.7, 4.1.1.2)
- professional organizations
 - journals
 - World Wide Web
 - electronic libraries
 - conference attendance.
13. collaborate with and maintain a respectful, ethical and professional relationship when working with students, parents, community members, and other educational professionals. (C, LEA, R; EL - 1.g, 3.f, 4.c, 4.d, 5.f, 6.a, 6.c, 6.d, 6.e; CS – 18, 36, 43, 44; BT – 2.1, 2.6, 2.7, 2.8, 3.2.4, 3.4.1.7, 4.1.3.8, 4.2.1.7, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.5.2, 5.6.3)

Course Outline:

Review of major theories of reading development

Definitions of corrective reading	5 hours
Michigan English Language Arts Benchmarks and Reading Definition	
National goals for literacy	
What is it?	
Who is the corrective reader?	
Factors affecting reading development	
- physical	
- psychological	
- social/environmental	
- cultural	

Diagnosis of corrective readers

Analytic process for diagnosis and instruction	2 hours
Diagnostic domains	2 hours
- oral and written language ability	
- word recognition	
- vocabulary	
- comprehension of narrative text	
- comprehension of expository text	
- study skills	
- spelling	
Types of diagnostic measures	9 hours
- formal measures (standardized tests)	
- informal measures (includes reading inventories, observational checklists, interviews, cloze, work samples)	
Interpretation of formal and informal measures	
- qualitative analysis	
- quantitative analysis	

Remediation techniques
Strategies for **9 hours**
- word identification
- vocabulary
- comprehension (narrative/expository)
- study strategies

Writing/reading connection **2 hours**

Children's literature and magazines **3 hours**

Multimedia including computer technology **3 hours**

Students with special needs **4 hours**
At-risk students
Linguistic and cultural diversity

Collaboration

Parents
Special programs
Other educational professionals

Final

Evaluation:

- | | |
|------------------------------------|-----|
| 1. Assignments/projects | 45% |
| 2. Case study of corrective reader | 20% |
| 3. Tests | 20% |
| 4. Final/Portfolio | 15% |

Syllabus Prepared By: Barbara V. Senesac, Ph.D. _____ (Name)

_____ (Signature)

March 26, 2002 _____ (Date)

Selected Bibliography

- Au, K.H. (1993). *Literacy instruction in multicultural settings*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Barr, R., Blachowicz, C.L., Katz, C. & Kaufman, B. (2002). *Reading diagnosis for teachers: An instructional approach*. White Plains, NY: Longman.
- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling instruction..* Upper Saddle River, NJ: Prentice Hall.
- Blachowicz, C.L.Z., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York: Guilford Press.
- Brisk, M.E. & Harrington, M.M. (2000). *Literacy and bilingualism: A handbook for ALL teachers*. Mahway, NJ: Lawrence Erlbaum Associates Publishers.
- Collins, M.D. & Cheek, Jr., E.H. (1999). *Assessing and guiding reading instruction*. Boston, MA: McGraw-Hill.
- Crawley, S. J. & Merritt, K. (2000). *Remediating reading difficulties*. Boston, MA: McGraw-Hill.
- Cunningham, P.M. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.
- Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse Publishers
- Farr, R. & Tone, B. (1994). *Portfolio and performance assessment*. New York: Harcourt Brace.
- Eldridge, J.L. (1999). *Phonics for teachers: Self-instruction, methods, and activities*. Upper Saddle River, NJ: Merrill.
- Eldridge, J.L. (1995). *Teaching decoding in holistic classrooms*. Englewood Cliffs, NJ: Prentice-Hall.
- Erikson, L. & Juliebo, M. F. (1998). *The phonological awareness handbook for kindergarten and primary teachers*. Newark, DE: International Reading Association.
- Fielding, E.N. (1999). *Learning differences in the classroom*. Newark, DE: International Reading Association.
- Fountas, I. & Pinnell, G.S. (1996). *Guided reading instruction: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fountas, I. & Pinnell, G.S. (1999). *Matching books to readers: Using leveled books in guided reading, grades K-3*. Portsmouth, NH: Heinemann.
- Fountas, I. & Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Fox, B.J. (2000). *Word identification strategies: Phonics from a new perspective*. Upper Saddle River, NJ: Merrill.
- Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York: The Guilford Press.
- Gillett, J.W. & Temple, C. (2000). *Understanding reading problems: Assessment and instruction*. New York: Longman.
- Gipe, J.P. (1998). *Multiple paths to literacy: Corrective reading techniques for classroom teachers*. Upper Saddle River, NJ: Merrill.
- Glazer, S.M. & Brown, C.S. (1993). *Portfolios and beyond: Collaborative assessment in reading and writing*. Norwood, MA: Christopher-Gordon.

- Goldberg, G.L. & Roswell, B.S. (2002). *Reading, writing, and gender: Instructional strategies and classroom activities that work for girls and boys*. Larchmont, NY: Eye on Education.
- Gunning, R.G. (1998). *Assessing and correcting reading and writing difficulties*. Needham Heights, MA: Allyn & Bacon
- Hancock, J. (1999). *The explicit teaching of reading*. Newark, DE: International Reading Association.
- Harp, B. (Ed.). (1994). *Assessment and evaluation for student-centered learning*. Norwood, MA: Christopher-Gordon.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.
- Hoyt, L. (1998). Revisit, reflect, retell: Strategies for improving reading comprehension. Portsmouth, NH: Heinemann.
- Johnson, P.H. (1992). *Constructive evaluation of literate activity*. New York: Longman.
- Leslie, L., & Jett-Simpson, H. (1997). *Authentic literacy assessment*. New York: Longman.
- Lipson, M., & Wixon, K. (1997). *Assessment and instruction of reading and writing disability: An interactive approach*. New York: Harper Collins.
- McCormick, S. (1999). *Instructing students who have literacy problems*. Upper Saddle River, NJ: Prentice Hall.
- Miller, W.H. (1995) *Alternative assessment techniques for reading and writing*. West Nyack, NY: The Center for Applied Research in Education.
- Moore, D.W., Alverman, D.E., & Hinchman, K.A. (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.
- Moustafa, J. (1997). *Beyond traditional phonics*. Portsmouth, NH: Heinemann.
- Nelson, O., & Linek, W. (Eds.). (1999). *Classroom applications of language experience*. Boston, MA: Allyn & Bacon.
- Opitz, M.F. (1998). *Good-bye round robin: 25 effective oral reading strategies*. Portsmouth, NH: Heinemann.
- Opitz, M.F. (1998). *Literacy instruction for culturally and linguistically diverse students*. Newark, DE: International Reading Association.
- Rasinski, T. & Padak, N. (2000). *Effective reading strategies: Teaching children who find reading difficult*. Upper Saddle River, NJ: Merrill.
- Reutzel, D.R. & Cooter, Jr., R.B. (1999). *Balanced reading strategies and practices: Assessing and assisting readers with special needs*. Upper Saddle River, NJ: Merrill.
- Rhodes, L.K. (Ed.). (1993). *Literacy assessment: A handbook of instruments*. Portsmouth, NH: Heinemann.
- Rhodes, L.K., & Dudley-Marling, C. (1996). *Reading and writers with a difference: A holistic approach to teaching struggling readers*. Portsmouth, NH: Heinemann.
- Rhodes, L., & Shanklin, N. (1993). *Windows into literacy*. Portsmouth, NH: Heinemann.
- Richek, M.A., Caldwell, J.S., Jennings, J.H., & Lerner, J.W. *Reading problems: Assessment and teaching strategies*. Boston: Allyn & Bacon.
- Rinsky, L A. (1997). Teaching word recognition skills. Scottsdale, AZ: Gorsuch Scarisbrick.

Roller, C.M. (1998). *So... What's a tutor to do?* Newark, DE: International Reading Association.

Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Newark, DE: International Reading Association.

Strickland, D.S., Ganske, K., & Monroe, J.K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention 3-6*. Newark, DE: International Reading Association.

Valencia, S.W., Hiebert, E.H., & Auflerbach, P.P. (Eds). (1994). *Authentic reading assessment: Practices and possibilities*. Newark, DE: International Reading Association.

Walker, B.J. (2000). *Diagnostic teaching of reading*. Upper Saddle River, NJ: Merrill

Wiesendanger, K. (2001). *Strategies for literacy education*. Upper Saddle River, NJ: Merrill-Prentice Hall.

CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Department of Teacher Education and Professional Development
Course Syllabus

EDU 532 Reading in the Content Areas 3 (3-0)
Designator Number Course Title Credit(Mode)

Title Abbreviation: Reading in Content Areas

Bulletin Description: Emphasizes teaching of reading skills in content areas focusing on the middle and upper grades.

CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the instructor as early as possible.

Prerequisites: EDU 330 or EDU 316

Textbooks and Other Required Materials to be Furnished by the Student

Richardson, Judy S. and Raymond, F. Morgan. *Reading to Learn in the Content Areas*. (4th ed.) Belmont, CA: Wadsworth, 2000.

Special Requirements of the Course:

None

General Methodology used in Teaching the Course:

1. Lectures
2. Small and large group discussions
3. Videotapes
4. Demonstrations
5. Simulations and role playing
6. Group activities
7. Specific text assignments

Course Objectives:

- C - Concept-and knowledge-driven:** Provides the knowledge base needed in teaching. Also provides pedagogical studies to prepare professionals for the classroom.
- LEA - LEArner centered: Focuses on the intellectual, social, emotional, and physical needs of each Learner.**
- R - Reflective practice relevant to diverse settings/roles:** Prepares professionals who reflect upon the role that they fill, from the teacher inside diverse classrooms to curriculum planner or educational professional within a school or community.
- BT - Reading Minor Endorsement:** The number refers to each required standard for meeting the reading minor endorsement

At the conclusion of the course reading minor students will be able to:

1. realize that reading is both a developmental and a learning process that spans the curriculum. Therefore, it must be supported as a tool for the mastery of any content area and in students' daily lives. (C, LEA; BT – 1.2, 1.3, 2.3, 4.1.1.2)

2. comprehend the model of reading as a process of meaning construction. (C, LEA; BT – 3.1.1.1)
3. match course content to the English Language Arts Standards and Benchmarks. (C; BT – 1.1, 4.2.1.2, 5.5.1)
4. realize the contributions of educational leaders, theory, and research in literacy, language development, second language acquisition, multicultural and global education, cognition, special education, and general education to content area reading (C; BT – 3.1.2.8, 3.4.2.3, 4.1.1.2, 4.2.1.1)
5. demonstrate an understanding of integrating the language arts and using the language arts across the curriculum (C, BT 1.3, 3.1.1.2, 3.4.1.5, 4.1.1.3)
6. understand the importance and create lessons that demonstrate opportunities to use all of the language arts including reading, writing, listening, speaking, viewing, and visually representing for a variety of purposes in content areas (C; BT – 3.1.2.5, 3.4.1.3, 3.4.1.4)
7. create lessons that include a variety of teaching methodologies and techniques such as cooperative learning; demonstration; whole class, group work, and individual activities; discussions; and lecture (C; BT - 4.1.1.4)
8. understand the importance of teacher attitudes in valuing each student, respecting diversity, and providing expectations and the role of the teacher as a model in all aspects of the language arts in teaching content area reading. (C, R; BT- 2.1, 3.4.1.2, 4.1.1.1, 4.1.2, 4.1.3.5)
9. develop methods to measure and increase student attitudes including appreciation of and interest in their own and others' cultures, reading, and literacy, levels of background knowledge, and performance. (C, LEA, R; BT – 2.2, 2.5, 3.2.4, 3.4.1.3, 3.4.1.4, 4.1.1.5, 4.1.1.8, 4.2.1.3, 4.2.1.4, 4.2.1.6, 4.2.2.4, 4.2.2.5, 4.2.2.6)
10. demonstrate strategies appropriate for assessing student reading ability. (C, LEA; BT – 4.2.2.1, 4.2.2.3)
11. assess the difficulty of a textbook and reading materials for a given subject area. (C; BT – 3.3.1, 3.3.2, 3.3.3, 3.3.4, 5.5.4)
12. compute readability using various formulae on both textbooks and tradebooks. (C; BT – 3.3.1, 3.3.2, 3.3.3, 3.3.4, 5.5.4)
13. understand characteristics which contribute to text considerateness and comprehensibility. (C; BT – 3.3.1, 3.3.2, 3.3.3, 3.3.4)
14. understand factors which contribute to reading problems (i.e. psychological, educational, physical, sociological, etc.) based upon educational leaders and major theories of and research in language development, cognition, learning, multicultural education, special education, and general education . (C, LEA; BT – 3.1.1.3, 3.1.2.2, 3.4.2.3, 4.1.1.5, 5.1)
15. identify the reading related problems and skills common to the mainstreamed, learning disabled, English language learner, and gifted student as well as implications for the classroom teacher. (C, LEA; BT – 3.1.1.3, 3.1.2.2, 3.4.2.3, 4.1.1.5, 4.1.1.7, 4.1.2, 5.1, 5.2, 5.5.2, 5.5.7)
16. understand how children's literature contributes to learning content area materials and student motivation. (C, LEA; BT – 3.2.1, 3.2.4, 3.4.1.1, 3.4.1.4)
17. develop questioning strategies which encourage critical and creative thinking. (C; R; BT – 3.1.2.7, 3.4.7)
18. create lesson plans that teach fix-up strategies for word identification and comprehension and self-monitoring strategies. (C; BT – 3.1.2.3, 3.4.8, 4.1.1.3, 4.1.3.6)
19. create instructional strategies to increase comprehension including but not limited to comparing and contrasting key ideas, concepts, and perspectives in multiple texts, drawing conclusion to supporting opinions, understanding of text structures and genre, and analyzing the craft of literacy expression. (C; BT – 3.2.6, 3.2.7, 3.4.7, 4.1.3.2)
20. create instructional strategies for study guides, vocabulary and comprehension. (C; BT – 3.4.6, 3.4.7, 3.4.9, 4.1.3.4, 4.1.3.5, 4.1.3.6)
21. relate rate of reading to purpose for reading while learning various rate building techniques such as skimming, scanning, pacing, perceptual development, etc. . (C; BT - 4.1.3.4, 4.1.3.1)
22. understand the writing process; demonstrate ways that writing improves understanding of content area subject matter and reading materials; assess students' writing abilities .(C; BT – 3.4.3, 4.1.3.7, 4.1.1.8, 4.1.3.7, 4.2.2.2)
23. demonstrate ability to develop creative and critical thinking. (C; R; BT – 2.4, 3.1.2.7, 4.1.3.1)

24. demonstrate the ability to develop lessons for teaching and assessing the inquiry process and encouraging genuine inquiry to explore and address important issues in content area materials and in the community outside of school. (C,R; BT – 3.2.3, 3.4.10, 4.1.1.9, 4.1.3.10, 4.2.2.4)
25. select written materials such as books, brochures, tradebooks, etc., and instructional and informational technologies to support content area learning (C, R; BT – 3.4.1.6, 4.1.1.6, 5.5.4)
26. understand the importance of activities that should occur before/during/after reading or listening (i.e. pre-reading, writing to learn, DRL, DR-TA, various reading and study guides, test taking strategies, study/learning systems, metacognition, etc.). (C; BT – 3.4.6, 3.4.7, 3.4.8, 3.4.9, 4.1.3.3)
27. use developmentally appropriate, research and theory based assessment practices to evaluate students performance in content area literacy tasks and to teach students how to apply individual, shared, and academic standards for a variety of communication purposes; and to set their own goals, engage in self-reflection and assessment activities,. (C; BT – 4.1.3.11, 4.2.1.1, 4.2.1.5, 4.2.1.8, 4.2.2.5, 4.2.2.6)
28. understand a variety of classroom assessments appropriate for content area reading such as performance tasks, portfolios, rubrics, checklists, anecdotal records, and projects as well as more traditional paper and pencil tests, (C; BT – 4.2.1.3, 4.2.2.1)
29. understand formal and informal tests such as the MLPP and MEAP, standardized tests and other assessments as wells as the uses of each (C; BT – 4.2.1.4)
30. read journals, professional publications, and electronic sources to find research based strategies, write up the results of the search and present the data to the class. (C, R; BT – 2.8, 2.10, 5.4.5)

Course Outline

Reading to Learn – Introduction

3 hours

- Michigan Definition of Reading
- Michigan English Language Arts Standards and Benchmarks
- What is content reading?
- Why is every teacher a teacher of reading?
- Why is every teacher a language arts teacher?
- Why is providing opportunities for using all aspects of language arts important in content area reading?

Affective Domain

3 hours

- Attitudes of teachers
- Attitudes of students
- Interests of students
- Attitude and interest inventories

Supporting Learning With Multiple Resources

3 hours

- Literature
- Technology
- Thematic units
- Personal inquiry

Determining the Reader’s Background

3 hours

- Readability
- Considerate/Inconsiderate Text
- Improving readability
- Assessing background
- Text selection

Building Reader's Background	3 hours
<ul style="list-style-type: none"> • Schema theory • Role of prior knowledge and interest • Activities for building background 	
Assisting Comprehension	6 hours
<ul style="list-style-type: none"> • Process vs. product • Patterns of organization • Levels of comprehension • 3-level guides • Questioning • Self-monitoring • Fix-up Strategies 	
Reflection on Reading	4 hours
<ul style="list-style-type: none"> • Critical thinking • Demonstrating learning • Fostering reflective thinking • Evaluation • Authentic assessment • Self-evaluation 	
Vocabulary	6 hours
<ul style="list-style-type: none"> • Concept development • Fix-up strategies for word identification • Before reading vocabulary instruction • Vocabulary development during reading • Reflection on vocabulary after reading • Enriching language 	
Writing for Learning	3 hours
<ul style="list-style-type: none"> • Connection to reading • Using the computer • Stages of writing • Preparation/prewriting • Writing as assisted comprehension • Reflective writing activities • Evaluating writing 	
Study Strategies	4 hours
<ul style="list-style-type: none"> • Assessment • Strategies and Systems 	
Cooperative Study	3 hours
<ul style="list-style-type: none"> • Types of cooperative study • Techniques 	

Supporting Diverse Learners

4 hours

- At-Risk Students
- English language learners
- Low SES
- Building motivation and self-esteem
- Reading strategies

FINAL

Finals week

Evaluation:

- | | |
|---|-----------|
| • Midterm and Final | 40% |
| • Strategic reading activities for a content unit | 50 |
| • Strategies research and presentation | <u>10</u> |
| | 100% |

Graduate Credit:

An additional project is required based on the course objectives and the student's career goals. The grade will first be calculated based on the above and then this project will be 10% of the final grade.

Syllabus Prepared By:

Barbara V. Senesac, Ph.D. _____ (Name)

_____ (Signature)

April 3, 2002 _____ (Date)

Selected Bibliography

Alverman, D. and Phelps, S. (1998) *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms*. Needham Heights, MA: Allyn and Bacon.

Alverman, D., Dillon D.R., & O'Brien, D.G. (1987) *Using Discussion to Promote Reading Comprehension*. Newark, DE: International Reading Association.

Anson, C.M. & Beach, R.W. (1995). *Journals in the Classroom: Writing to Learn*. Norwood, MA: Christopher-Gordon.

Aronson, E. & Patnoe, S. (1997). *The Jigsaw Classroom*. New York: HarperCollins.

Bamford, R.A. & Kristo, J.V. (2000). *Checking Out Nonfiction K-8: Good Choices for Best Learning*. Norwood, MA: Christopher-Gordon.

Blachowicz, C.L.A., & Fisher, P.J.L. (1996). *Teaching Vocabulary in All Classrooms*. Columbus, OH: Merrill.

Brisk, M.E. & Harrington, M.M. (2000). *Literacy and Bilingualism: A Handbook for ALL Teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

Brown, J., Phillips, L., & Stephens, E. (1992). *Toward Literacy: Theory and Applications for Teaching Writing in the Content Areas*. Belmont, CA: Wadsworth.

Brozo, W.G. & Simpson, M.L. (1999). *Readers, Teachers, Learners: Expanding Literacy Across the Content Areas*. Columbus, OH: Merrill.

Carbo, M., Dunn, R. and Dunn, K. (1986). *Teaching Students to Read Through Their Individual Learning Styles*. Englewood Cliffs, NJ: Prentice-Hall.

Carrasquillo, A.L. & Rodriguez, V. (1996). *Language Minority Students in the Mainstream Classroom*. Clevedon, UK: Multilingual Matters.

Conley, M.W. (1995) *Content Reading Instruction: A Communication Approach*. New York: McGraw-Hill.

Devine, T.G. (1981). *Teaching Study Skills: A Guide for Teachers*. Boston: Allyn and Bacon, Inc.

Dishner, E.K., Bean, T.W., Readence, J.E., and Moore, W.E. (Eds.) (1992). *Reading in the Content Areas: Improving Classroom Instruction*. Dubuque, IA: Kendall/Hunt Publishing Company.

Donoghue, M.R. (2001). *Using Literature Activities to Teach Content Areas to Emergent Readers*. Boston: Allyn & Bacon.

Freeman, E. B., & Person, D.G. (1998). *Connecting Informational Children's Books With Content Area Learning*. Needham Heights, MA: Allyn & Bacon.

Gambrell, L. & Almasi, J.F. (Eds.) (1996). *Lively Discussions! Fostering Engaged Reading*. Newark, DE: International Reading Association.

- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.
- Graham, K.G. & Robinson, H.A. (1987). *Study Skills Handbook: A Guide For All Teachers*. Newark, DE: International Reading Association.
- Harvey, S. & Foudvis, A. (2000). *Strategies that Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse Publishers.
- Hancock, J. (Ed.). (1999). *Teaching Literacy Using Information Technology*. Newark, NJ: International Reading Association.
- Herber, H.L. (1978). *Teaching Reading in Content Areas*. 2nd ed., Englewood Cliffs, NJ: Prentice-Hall.
- Jacobson, J.M. (1996). *Content Area Reading: Integration with the Language Arts*. Albany, NY: Delmar.
- Lapp, D., Flood, J., & Farnan, N. (1996). *Content Area Reading and Learning Instructional Strategies*. Needham Heights, MA: Allyn & Bacon.
- Leu, Jr., D.J., & Leu, D.D. (2000). *Teaching With the Internet: Lesson from the Classroom*. Norwood, MA: Christopher-Gordon.
- Manzo, A.V., Manzo, U.C., & Estes, T.H. (2001). *Content Area Literacy: Interactive Teaching for Active Learning*. New York: John Wiley & Sons.
- McKenna, M.C. & Robinson, R.D. (1997) *Teaching Through Text: A Content Literacy Approach to Content Area Reading*. New York: Longman.
- Moore, D.W., Alverman, D.E., & Hinchman, K.A. (Eds.) (2000). *Teaching Adolescents who Struggle with Reading*. Newark, DE: International Reading Association.
- Moore, D.W., Moore, S.A., Cunningham, P.M., & Cunningham, J.W. (1998) *Developing Readers and Writers in the Content Areas K-12*. New York: Addison Wesley Longman.
- Moore, D.W., Readence, J.E. & Rickelman, R. (2000). *Prereading Activities for Content Area Reading*. Newark, DE: International Reading Association.
- Readence, J.E., Bean, T.W., and Baldwin, R.S. (1998). *Content Area Reading: An Integrated Approach*. Dubuque, Iowa: Kendall/Hunt.
- Ruddell, M.R. (2001). *Teaching Content Reading and Writing*. New York: John Wiley & Sons.
- Ryder, R.J. & Graves, M.F. (1999). *Reading and Learning in Content Areas*. New York: John Wiley & Sons.
- Sadler, C.R. (2001). *Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers*. Newark, DE: International Reading Association.
- Tiedt, I.M. (2000). *Teaching With Picture Books in the Middle School*. Newark, DE: International Reading Association.

Tierney, R.J., Readence, J.E., & Dishner, E.K. (1995). *Reading Strategies and Practices: A Compendium*. Needham Heights, MA: Allyn & Bacon.

Tonjes, M., Wolpow, R., & Zintz, M. (1999). *Integrated Content Literacy*. Boston: McGraw-Hill.

Vacca, R.T. & Vacca, J.L. (2002). *Content Area Reading: Literacy and Learning Across the Curriculum*. New York: Longman.

Vacca, J.L. & Vacca, R.T., and Gove, M.K. (1995). *Reading and Learning to Read*. New York: Harper Collins.

Wills, H. (1993). *Writing is Learning: Strategies for Math, Science, Social Studies and Language Arts*. Bloomington, IN: Edinfo Press.

Wolman-Bonilla, J. (1991). *Response Journals*. New York: Scholastic.

Wood, K.D., Lapp, D., & Flood, J. (1992). *Guiding Readers Through Text: A Review of Study Guides*. Newark, NJ: International Reading Association.

Various publications and journals from the following organizations are highly recommended:

- Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314
- International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714
- Michigan Reading Association, Box 7509, Grand Rapids, MI 49510

CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Department of Teacher Education and Professional Development
Course Syllabus

<u>EDU</u>	<u>533</u>	<u>Diagnosis and Treatment of Reading Difficulties</u>	
3(2-3)			
Designator	Number	Course Title	Credit(Mode)

Title Abbreviation: Diagnosis/Treat Rdg Diff

Bulletin Description: Diagnostic procedures and use of remedial and developmental techniques. Exploration of the role of the specialist.

CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the instructor as early as possible.

Prerequisites: EDU 330 and EDU 431

Textbooks and Other Required Materials to be Furnished by the Student:

Textbooks to be selected from current textbooks related to diagnosis and treatment of reading difficulties including the but not limited to the following:

Davenport, R. (2002). Miscues not mistakes: Reading assessment in the classroom. Westport, CT: Heinemann.

Goodman, Y.M., D.J. Watson, and C.L. Burke (1987). Reading miscue inventory alternative procedures. New York: Richard C. Owens Publishers, Inc.

Walker, B.3. (2000). Diagnostic teaching of reading techniques for instruction and assessment. 4th ed. Columbus, OH: Merrill.

Phinney, M.Y. (1988). Reading with the troubled reader. Portsmouth, NJ: Heinemann.

Special Requirements of the Course:

Practicum: a minimum of 30 hours that include: Practice in administering formal and informal tests; tutoring practice with a designated student or students; and using, a teacher interview to obtain information about the student and to collaborate with classroom instruction. (BT – 1.4)

General Methodology Used in Teaching the Course:

1. Lecture
2. Discussion

3. Small group work
4. Individual assignments
5. One-to-one discussion/supervision
6. Practicum experience with a child/children
7. Supervision of the practicum experience

Course Objectives:

- C- Concept- and knowledge-driven:** A professional educational practice that is concept and knowledge- driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.
- LEA- LEArner centered:** A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn.
- R- Reflective practice relevant to diverse settings and roles:** Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.
- BT - Reading Minor Endorsement:** The number refers to each required standard for meeting the reading minor endorsement

After completing this course, the undergraduate student will be able to:

1. review and extend information, instructional strategies, and assessment related to
 - a. phonemic awareness (C; BT – 3.1.2.4, 3.4.4, 4.1.3.3)
 - b. word recognition strategies (C; BT-3.1.2.4, 3.4.4, 3.4.5, 4.1.3.3, 4.2.2.3)
 - c. fluency (C; BT – 3.1.2.4, 3.4.5, 4.2.2.3)
 - d. vocabulary development (C, BT – 3.3.1, 3.4.6, 4.1.3.4, 4.2.2.3)
 - e. comprehension (C, LEA; BT –3.1.2.2, 3.2.6, 3.2.7, 3.3.1, 3.3.2, 3.4.5, 3.4.7, 4.1.3.2, 4.1.3.5, 4.2.2.3)
 - f. content reading strategies (C; BT – 3.3.2, 3.3.3)
 - g. appreciation and knowledge of literature (C; BT – 3.2.1, 3.2.2, 3.2.3, 3.2.5, 3.3.2, 3.4.1.4)
 - h. writing process/reading-writing connection (C; BT – 2.3, 3.3.1, 3.3.4, 3.4.2.2, 3.4.3, 4.1.3.1, 4.1.3.2, 4.1.3.7, 4.2.2.1, 4.2.2.2, 4.2.2.4)
 - i. metacognitive, fix-up strategies for word identification and comprehension (C; BT – 3.4.8, 4.1.3.3, 4.1.3.6, 4.2.2.3)
 - j. study skills (C; BT – 3.4.9)
 - k. spelling (C; BT – 3.4.2.2, 3.4.4, 4.1.3.8)
 - l. critical thinking skills (C; BT – 2.4, 3.1.2.6, 3.1.2.7, 3.2.7, 4.1.3.10)
 - m. language and reading acquisition (C, LEA; BT – 3.1.2.2, 3.4.2.3)
 - n. listening and speaking (C; BT – 2.3, 3.1.2.7, 3.2.6, 3.2.7, 3.3.1, 3.3.4, 3.4.2.2, 4.1.1.1, 4.1.3.1,4.1.3.2, 4.1.3.9, 4.1.3.10)
 - o. viewing and visually representing (C; BT – 2.3, 3.1.2.7, 3.2.6, 3.2.7, 3.3.1, 3.3.4, 4.1.3.1, 4.1.3.2, 4.2.2.1, 4.2.2.4)
 - p. inquiry process (C, LEA; BT – 3.4.10, 4.1.1.9, 4.2.2.4)
 - q. student attitudes, motivation, and self-selection of material, genre, and topics (C, LEA; BT- 2.2, 2.4, 2.5, 3.1.2.7, 3.2.4, 3.4.1.1, 3.4.1.3, 3.4.1.4, 4.1.1.8)
 - r. diversity (C, LEA; 3.1.1.3, 3.1.2.2, 3.4.2.3, 4.1.1.5, 4.1.1.7, 4.1.2)

2. know and apply the theory, and scientifically based research of literacy leaders and others as related to literacy development, reading disabilities and literacy needs from the field of literacy, psychology, special education and general education. (C; BT-2.10, 3.1.1.4, 3.1.2.8, 4.1.1.2, 4.1.1.3, 4.2.1.1)
3. comprehend and apply the information in the current definition of reading “the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the situation.” (C; BT- 3.1.1.1)
4. understand the nature and multiple causes of reading disabilities (C, LEA; BT – 3.1.1.3, 4.1.2, 5.1)
5. analyze a variety of diagnostic procedures for reading and the language arts (C, LEA; BT – 4.2.1.3, 4.2.1.4, 4.2.1.5, 4.2.1.6, 4.2.1.8, 4.2.2.3)
6. understand and use the *English Language Arts Standards and Benchmarks* from the *Michigan Curriculum Framework*; align instruction, curriculum development, and assessment with the standards. (C, R; BT – 1.1,1.2, 4.2.1.2, 5.5.1)
7. study a variety of remedial and developmental techniques for treating reading and other literacy difficulties that: (C, LEA; BT – 5.1)
 - a. integrate the language arts and the curriculum (C; BT – 1.3, 3.1.1.2, 3.4.1.5, 4.1.1.3)
 - b. use cross disciplinary approaches (C; BT – 1.3, 3.4.1.5)
 - c. apply individualized and group instructional interventions for those in greatest need or at low proficiency levels (C, LEA; BT- 4.1.1.7, 5.2)
 - d. respect the worth, contributions, abilities, and language of all learners (BT – 2.1)
 - e. provide opportunities in all aspects of literacy (BT- 3.1.2.6)
 - f. use teacher modeling in all aspects of remediation in reading and literacy (BT – 3.4.1.2, 3.4.7, 4.1.1.1, 4.1.3.5)
 - g. reflect the developmental nature of the language arts (BT – 3.4.2.1, 4.1.1.2, 4.2.2.3)
 - h. a variety of teaching methodologies and techniques (BT – 4.1.1.3)
8. determine the remedial needs of a child through formal and informal diagnostic assessments (C, LEA, R; BT – 4.2.1.3, 4.2.1.4, 4.2.1.5, 4.2.1.6, 4.2.2.3)
9. tutor a child needing remedial assistance using appropriate remedial and developmental techniques and materials as determined by diagnostic assessment using lesson plans and journal entries reflecting upon the tutoring sessions (C, LEA, R; BT – 2.9, 3.4.1.6, 4.1.1.4, 4.1.1.6, 4.1.1.7, 4.1.2, 4.2.1.8, 4.2.1.9, 4.2.2.1, 4.2.2.2, 4.2.2.4, 4.2.2.5)
10. communicate information to student(s) regarding strengths, developmental needs, and ways to achieve improvement. (C, LEA, R; BT – 4.1.3.11, 4.2.1.5, 4.2.1.7, 4.2.2.6, 5.4.1)
11. write a case study using information from formal and informal, assessments along with the information gleaned in the tutoring sessions, and report results and remedial suggestions to parents, teachers, and administrators. (C, LEA, R; BT – 4.2.1.4, 4.2.1.5, 4.2.2.5, 4.2.2.6)
12. understand how contextual factors in school can influence students’ learning and reading (e.g., grouping procedures, school programs, assessment). (C, LEA, R; BT- 5.3)
13. develop an understanding of the reading educator’s role in organizing and implementing school and district reading programs::
 - a. providing information about reading (C, R; BT- 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5)
 - students concerning strengths, needs, and ways to improve (BT – 4.1.3.11, 4.2.1.4)
 - parents in supporting students through cooperative efforts and programs (BT – 2.6, 3.4.1.7, 4.2.1.7)
 - allied professionals and paraprofessional on assessment of student achievement and instructional planning (BT – 4.2.1.3, 4.2.1.4)
 - administrators, staff members, school board members, policy makers, the media, and the local community concerning practices, assessment and data (BT-2.11, 2.12, 4.2.1.4)

- colleagues and the wider community to share interpretation of research findings (BT-2.8, 2.11, 2.13)
- b. serving an active role in curricular development (C, R; BT - 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.5.7)
 - participating in ongoing curriculum development, alignment, and evaluation
 - adapting instruction to meet the needs of diverse learners for a variety of purposes (BT-4.1.1.5, 4.1.1.7)
 - supervising, coordinating, and supporting all services associated with reading programs
 - selecting and evaluating instructional materials including technology-based literacy tools (BT – 3.4.1.6, 4.1.1.6)
 - using multiple indicators to determine teaching and curriculum effectiveness (BT – 4.1.1.4, 4.2.1.9)
 - planning and implementing programs supported by federal, state, and local funding designed to help students with reading problems
 - assisting in developing individual educational plans for students with severe learning problems related to literacy
- c. participating in professional development programs that (C, R; BT - 5.6.1, 5.6.2, 5.6.3, 5.6.4)
 - emphasize the dynamic interaction among prior knowledge, experience, and the school context
 - are sensitive to classroom and school factors (BT – 3.1.2.4)
 - support ongoing conversations with parents and community regarding literacy (BT 2.7, 3.4.1.7)
 - use multiple indicators to judge professional growth (BT - 4.2.1.9)
- d. interacting with literacy research to (C, R; BT - 5.7.1, 5.7.2)
 - apply literacy research in a variety of contexts and conduct research with a range of methods (BT – 2.14)
 - promote and facilitate teacher- and classroom-based research
- e. supervising paraprofessionals by(C, R; BT - 5.8.1, 5.8.2, 5.8.3)
 - planning lessons, observing and evaluating their interactions with children and providing feedback on their performance
 - providing professional development and training
 - providing emotional and academic support
- f. knowing federal, state, and local programs designed to help students with reading difficulties. (C, R; BT – 5.9)

Course Outline:

- | | |
|--|----------------------------------|
| I. Introduction | two |
| hours | |
| A. of reading | Review of the current definition |
| B. Review current English Language Arts Standards and Benchmarks | |
| C. Nature of reading disabilities | |
| D. Characteristics of readers with difficulties or disabilities | |
| E. Reasons for failure in reading | |
|
 | |
| II. General Principles of Diagnosis | two hours |
| A. Educational diagnosis -- inventories and tests | |
| B. Informal tools of assessment | |

- C. Directions for administering formal assessments
 - D. Directions for administering informal assessments
- III. Administration of formal and informal reading tests **four hours**
- A. Procedures for administering formal tests such as the Peabody, the Sort, and other standardized tests and state assessments (MEAP)
 - B. Procedures for administering informal tests such as MLPP, Miscue Analysis, Spelling Inventories, DIBLES, etc.
 - C. Analysis of results of formal reading tests
 - D. Analysis of results of informal reading tests
- IV. Interpreting test and research results in reading **three hours**
- A. Examining current research in reading diagnosis and remediation
 - B. Relating diagnosis and remediation to current research in reading development
 - C. Interpreting the combined test data gathered during test administration
- V. Principles of Remedial Instruction **eight hours**
- A. Remedial techniques and strategies
 - B. Lesson Planning and Reflection
 - C. Matching remediation to assessment
 - D. Parent's role
- VI. Record keeping and writing case studies **three hours**
- A. Anecdotal Records
 - B. Portfolios
 - C. Writing case studies utilizing both test data and remedial observations during tutoring
 - E. Communicating with parents, teachers and administrators
- VII. An overview of the reading educator's role **six hours**
- A. The reading educator and the school program
 - B. The reading educator and the classroom teacher
 - C. The reading educator and curriculum development
 - D. The reading educator as communicator
 - E. The reading educator and professional development
 - F. Reading and other literacy programs for students with reading and/or literacy difficulties
 - G. Paraprofessionals and parent volunteers
- VIII. Final **two hours**

Practicum

1. Observe, diagnosis and tutor a student for a total of 30 hours.
2. Observe the student in the classroom (3 hours).
3. Diagnose the student using a minimum of three diagnostic instruments (minimum of 3 hours).
4. Remediate the student based upon results of testing, teacher recommendations, observation and knowledge of the reading process (24 hours *minus* any extra hours needed for more than 3 hours of diagnosis).

5. Each remedial session will include oral reading to the student, the student reading orally or silently, teaching of strategies, and a writing activity.
6. Evaluation of the practicum experience: a. teacher observation - credit/no credit b. instructor observation - credit/no credit

Evaluation:

1. Final examination - 25%
2. Ability to administer and analyze diagnostic test results – 15%
3. Content of written reports/case study/parent letter - 30%
3. Lesson plans/journal – 20%
4. Demonstrations on designated topics to be selected in consultation with the instructor - 10%
5. Practicum - credit/no credit
6. Graduate students conduct special presentations/projects chosen in consultation with the instructor – credit/no credit

Syllabus Prepared By:

Rose _____ (Name)
_____ (Signature)

October 2002 _____ (Date)

Selected Bibliography

- Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Urbana-Champaign, IL: Center for the Study of Reading, The Reading Research and Education Center.
- Allen, J. (2000). Yellow brick roads: Shared and guided paths to independent Reading 4-12. Portland, ME: Stenhouse Publishers.
- Allington, R.L. (2001) What really matters for struggling readers: Designing research-based programs. New York, NY: Longman.
- Allington, R.L. and Cunningham, P.M. (1996). Schools that work: Where all children read and write. New York, NY: HarperCollins.
- Allington, R.L. and Johnston, P.H. (2002). Reading to Learn: Lessons from Exemplary Fourth-Grade Classrooms. New York, NY: Guildford Publications.
- Allington, R.L. and Walmsley, S.A., editors. (1995). No quick fix: Rethinking literacy programs in America's elementary schools. New York, NY: Teachers College Press.
- Anderson, R., et al. (1985). Becoming a nation of readers: The report of the commission on reading. Washington, DC: National Academy of Education, National Instruction of Education, Center for Study of Reading.
- Anderson, R.C., Hiebert, E.H., Scott, J.A., and Wilkinson, I.A.G. (1985). Becoming a nation of readers: The report of the commission on reading. Washington, DC: National Institute of Education.
- Anderson, R.S. and Speck, B.W. (2001). Using technology in K-8 classrooms. Columbus, OH: Merrill.
- Armstrong, T. (2000). Multiple intelligences in the classroom. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- Atwell, N. (1989). Coming to know: Writing to learn in the intermediate grades. Portsmouth, NH: Heinemann.
- Au, K.H. (1993). Literacy instruction in multicultural settings. Fort Worth, TX: Harcourt Brace Jovanovich.
- Barr, R., Blachowicz, C.L.Z., and Wogman-Sadow, M. (1995). Reading diagnosis for teachers: An instructional approach, 3rd ed., White Plains, NY: Longman.

- Beck, I.L., McKeown, M.G., Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York, NY: Guilford Publications.
- Betts, E.A. (1946). Foundations of reading instruction. New York, NY: American Book.
- Blackowicz, C. and Fischer, P.J. (2002). Teaching vocabulary in all classrooms. 2nd ed. Columbus, OH: Merrill.
- Blackowicz, C. and Ogle, D. (2002). Reading comprehension: Strategies for independent learners. New York, NY: Guilford Publications.
- Blair, S.M and Williams, K.A. (1999). The balanced reading program: Helping all students achieve success. Newark, DE: International Reading Association.
- Block, C.C. and Pressley, M. (2001). Comprehension instruction: Research-based best practices. New York, NY: Guilford Publications.
- Bromley, K.D. (1996). Webbing with literature: Creating story maps with children's books. 2nd ed. Boston, MA: Allyn & Bacon.
- Brown, H. and Cambourne, B. (1989). Read and Retell: A strategy for whole-language natural learning classroom. Portsmouth, NH: Heinemann.
- Burke, K., Fogarty, R., and Belgrad, S (2002). The portfolio connection: Student work linked to standards. 2nd ed. Arlington Heights, IL: Skylights Professional Development.
- Burns, B. (1999). The mindful school: How to teach balanced reading & writing. Arlington Heights, IL: SkyLight.
- Burns, M.S., Griffin, P., and Snow, C.E. (1999). Starting out right: A guide to promoting children's reading success. Newark, DE: International Reading Association.
- Caine, R.M. and Caine, G. (1991). Making connections: Teaching and the human brain. Alexandria, VA: Association for Supervision and Curriculum Development.
- Caldwell, J.S. (2002). Reading assessment: A primer for teachers and tutors. New York, NY: Guilford Publications.
- Caldwell, J.S. and Ford, M.P. (2002). Where have all the bluebirds gone? How to soar with flexible grouping. Westport, CT: Heinemann.
- Calkins, L.M. (2001) The art of teaching reading. New York, NY: Longman.
- Cambourne, B. (1988). The whole story: Natural learning and the acquisition of literacy in the classroom. New York, NY: Ashton Scholastic.

- Carbo, M., Dunn, R. and Dunn, K. (1986). Teaching students to read through their individual learning styles. Englewood Cliffs, NJ: Prentice–Hall.
- Chall, J.S. (1996). Stages of reading development. New York, NY: McGraw Hill.
- Clay, M. M., (2002). An observation survey of early literacy achievement. 2nd ed. Westport, CT: Heinemann.
- Cooper, J.D. (2000). Literacy: Helping children construct meaning, 4th ed. Boston: Houghton Mifflin Company.
- Crawley, S.J. and Merritt, K. (2000). Remediating reading difficulties. 3rd ed. Boston: McGraw Hill.
- Cunningham, P. (2000). Phonics they use: Words for reading and writing. 3rd ed. New York, NY: Longman.
- Dahl, K.L., Scharer, P.L., Lawson, L.L., and Grogan, P.R. (2001). Rethinking phonics: Making the best teaching decisions. Portsmouth, NH: Heinemann.
- Daniels, H and Bizar, M. (1998). Methods that matter: Six structures for best practice classrooms. York, ME: Stenhouse Publishers.
- Davenport, R. (2002). Miscues not mistakes: Reading assessment in the classroom. Westport, CT: Heinemann.
- Downes, T and Fatouros, C. (1996). Learning in an electronic world: Computers and the language arts classroom. Portsmouth, NH: Heinemann.
- Duffresne, M. (2002). Word solvers: making sense of letters & sounds. Westport, CT: Heinemann.
- Ericson, L., and Juliebo, M.F. (1998). The phonological awareness handbook for kindergarten and primary teachers. Newark, DE: International Reading Association.
- Fountas, I.C. and Pinnell, G.S. (1999). Matching books to readers: Using leveled books in guided reading, K-3. Portsmouth, NH: Heinemann.
- Fountas, I.C. and Pinnell, G.S., (eds.), (1999). Voices on word matters: Learning about phonics and spelling in the literacy classroom. Portsmouth, NH: Heinemann.
- Fox, B.J. (2000). Word identification strategies: Phonics from a new perspective. Columbus, OH: Merrill.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York, NY: Basic Books.

- Gardner, H. (1993). Multiple intelligences: The theory into practice. New York, NY: Basic Books.
- Gaskins, I. G. (1998). Helping teachers adapt to the needs of students with learning problems. In S.J. Samuels and P.D. Pearson, eds. Changing school reading programs (pp. 143-160). Newark, DE: International Reading Association.
- Gentry, S.R. (1987). Spel... is a four letter word. Portsmouth, NH: Heinemann.
- Gillet, J.W. and Temple, C. (2000). Understanding reading problems: Assessment and Instruction. 7th ed. New York, NY: Longman
- Goodman, D. (1999). The reading detective club: Solving the mysteries of reading. Westport, CT: Heinemann.
- Goodman, Y.M. and Marek, A.M. (1996). Retrospective miscue analysis: Revaluing readers and reading. Katonah, NH: Richard C. Owen Publishers, Inc.
- Hancock, J. (1999). The explicit teaching of reading. Newark, DE: International Reading Association.
- Harvey, S. & Goudvis, A. (2000). Strategies that work: Teaching comprehension to enhance understanding. Portland, ME: Stenhouse Publishers
- Harwayne, S. (2001). Writing through childhood: Rethinking process and product. Portsmouth, NH: Heinemann.
- Heller, M.R. (1995). Reading-writing connections: From theory to practice, 2nd ed. White Plains, NY: Longman.
- Hennings, D.C. (2002). Communication in action: Teaching and language arts. 8th ed. Boston, MA: Houghton Mifflin Co.
- Herman, J.L., Aschbacher, P.R., and Winters, L. (1992). A practical guide to alternative assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hill, S (2000). Guiding literacy learners. York, ME: Stenhouse Publishers.
- Hoyt, L. (1998). Revisit, reflect, retell: Strategies for improving reading comprehension. Portsmouth, NH: Heinemann.
- Hoyt, L. (2000). Snapshots: Literacy minilessons up close. Portsmouth, NH: Heinemann.

- Hoyt, L. (2002). Make it real: Strategies for success with informational texts. Westport, CT: Heinemann.
- Hughey, J.B. and Slack, C. (2001). Teaching children to write: Theory into practice. Columbus, OH: Merrill.
- Irlen, H. (1991). Reading by the colors: Overcoming dyslexia and other reading disabilities through the Irlen method. Graden City Park, NY: Avery Publishing Group, Inc.
- Jett, M. and Leslie, L. (1997). Authentic literacy assessment. New York, NY: Longman.
- Johnson, N.J. and Rose, L.M. (1997). Portfolios: Clarifying, constructing, and enhancing. Lancaster, PA: Technomic Publishing Co., Inc.
- Johnson, P.H. (2000). Running records: A self-tutoring guide. York, ME: Stenhouse Publishers.
- Keene, E.O., and Zimmermann, S. (1997). Mosaic of thought: Teaching comprehension in a reader's workshop. Portsmouth, NH: Heinemann.
- Knapp, M.S. 1995. Teaching for meaning in high-poverty classrooms. New York: Teachers College Press.
- Lensmire, T. 1994. When children write: Critical revisions of the writing workshop. New York, NY: Teachers College Press.
- Lipson, M.Y. and Wixson, K. (1997). Assessment and instruction of reading disability: An interactive approach. New York, NY: Longman.
- Lynch, P. (1986). Using big books and predictable books. New York, NY: Scholastic.
- Marriott, D. (2002). Comprehension right from the start: How to organize and manage book clubs for young readers. Westport, CT: Heinemann.
- McCormick, S. (1999). Instructing students who have literacy problems. Upper Saddle River, NJ: Merrill.
- McKenna, M.C. (2002). Help for struggling readers: strategies for grades 3-8. New York, NY: Guilford Publications.
- Michigan Department of Education. (1997). English language arts standards and benchmarks. Lansing, MI: Michigan Department of Education.

Morrow, L.M., ed. (1995). Family literacy connections in schools and communities. Newark, DE: International Reading Association.

Morrow, L.M., Newman, S.B., Paraatore, J.R., and Harrison, C., eds. (1995). Parents and literacy. Newark, DE: International Reading Association.

Morrow, L.M. and Woo, D.G. (2000). Tutoring programs for struggling readers: The America reads challenge. New York, NY: Guilford Publications.

National Reading Panel. (2001). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction-subgroups. Washington, D.C.: National Institute for Literacy.

Newman, S.B. & Roskos, K.A. (1998). Children achieving. Newark, DE: International Reading Association.

Ohanian, S. (2002). The great word catalogue: FUNdamental activities for building vocabulary. Westport, CT: Heinemann.

Opitz, M. (1998). Literacy instruction for culturally and linguistically diverse students. Newark, DE: International Reading Association.

Opitz, M. & Rasinski, T.V. (1998). Good-Bye round robin: 25 effective oral reading strategies. Portsmouth, NH: Heinemann.

Pinnell, G.S. and Fountas, I.C. (1998). Word matters: Teaching phonics and spelling in the reading/writing classroom. Portsmouth, NH: Heinemann.

Pinnell, G.S. and Fountas, I.C. (2001). Leveled books for readers, grades 3-6. Portsmouth, NH: Heinemann.

Pressley, M. (2002). Reading instruction that works: The case for balanced teaching. New York, NY: Guilford Publications.

Pressley, M., Allington, R.L., Wharton-McDonald, R., Block, C.C., & Morrow, L.M. (2001). Learning to read: Lessons from exemplary first grade classrooms. New York, NY: Guilford Publications.

- Rasinski, T. and Padak, N. (2000). Effective reading strategies: Teaching children who find reading difficult. 2nd ed. Columbus, OH: Merrill.
- Rhodes, L.K. (1993). Literacy assessment: A handbook of instruments. Portsmouth, NH: Heinemann.
- Rhodes, L., and Dudley-Marling C. (1996). Readers and writers with a difference: A holistic approach to teaching learning disabled and remedial students. Second edition. Portsmouth, NH: Heinemann.
- Richardson, J. (2000). Read it aloud! Newark, DE: International Reading Association.
- Richardson, J.S. & Morgan, R.F. (2000). Reading to learn in the content areas. Belmont, CA: Wadsworth.
- Roller, C.M. (1996). Variability not disability: Struggling readers in a workshop classroom. Newark, DE: International Reading Association.
- Rosenblatt, L. (1978). The reader, the text, the poem: The transactional theory of literacy work. Carbondale, IL: Southern Illinois University Press
- Routman, R. (2002). Reading essentials: The specifics you need to teach reading well. Westport, CT: Heinemann.
- Simmons, J. (2000). You never asked me to read: Useful assessment of reading and writing problems. Boston: Allyn & Bacon.
- Smith, F. (1985). Reading without nonsense, 2nd ed. New York, NY: Teachers College Press. .
- Snow, C.E., Burns, M.S., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy of Sciences.
- Spafford, C.S. and Grosser, G.S. (1996). Dyslexia: Research and resource guide. Boston: Allyn and Bacon.
- Spandel, V. (2001). Creating writers through 6-trait writing assessment and instruction. 3rd ed. New York, NY: Longman.
- Spangenberg-Urbschat, K. & Pritchard, R. (1994). Kids come in all languages. Newark, DE: International Reading Association.

- Strickland, D.S., Ganske, K., & Monroe, J. K. (2002). Supporting struggling readers and writers: Strategies for classroom interventions 3-6. Portland, MA: Stenhouse Publishers.
- Strickland, K. & Strickland, J. (1998). Reflections on assessment: Its purposes, methods, & effects on learning. Westport, CT: Heinemann.
- Taylor, D. (1998). Family literacy: Children learning to read and write. Reprint. Portsmouth, NH: Heinemann.
- Taylor, B., Harris, L.A., Pearson, P.D., and Garcia, G. (1995). Reading difficulties: Instruction and assessment, 2nd ed. New York: McGraw–Hill.
- Thompson, G.B. & Nicholson, T. (1999). Learning to read: Beyond phonics and whole language. Newark, DE: International Reading Association.
- Tierney, R.J., Readence, J.E. and Dishner, E.K. (1995). Reading strategies and practices: A compendium. 4th ed. Boston: Allyn & Bacon.
- Tompkins, G.E. (1998). 50 literacy strategies: Step by step. Englewood Cliffs, NJ: Merrill/Prentice Hall.
- Topping, D. & McManus, R. (2002). Real reading, real writing: Content-area strategies. Westport, CT: Heinemann.
- Topping, K., and Ehly, S. (1998). Peer assisted learning. Mahwah, NY: Lawrence Erlbaum.
- Vacca, R.T. and Vacca, J.L. (2002). Content area reading, 7th ed., White Plains, NY: Longman.
- Walker, B.J. (2000). Diagnostic teaching of reading: Techniques for instruction and assessment. Fifth Edition. Columbus, OH: Merrill.
- Walker, B.J., Scherry, R., and Morrow, L.M. (1999). Training the reading team. Newark, DE: International Reading Association.
- Weber, C. (2002). Publishing with students: A comprehensive guide. Westport, CT: Heinemann.
- Weaver, C. (2002). Reading process and practice. 3rd ed., Westport, CT: Heinemann.
- Wilde, S. (2002). Testing and standards. Westport, CT: Heinemann

Wilde, S. (2000). Miscue analysis made easy: Building on student strengths. Portsmouth, NH: Heinemann.

Wilhelm, J.D. (2001). Improving comprehension with think-aloud strategies. New York, NY: Scholastic.

Wood, K.D. and Dickinson, T.S. (eds.) (2000). Promoting literacy in grades 4-9: A handbook for teachers and administrators. Boston, MA: Allyn & Bacon.

Yopp, R.H. and Yopp, H.K. (2001). Literature-based reading activities. 3rd ed. Boston: Allyn & Bacon.

Periodicals

Educational Leadership

Journal of Adolescent and Adult Literacy

Journal of Reading

Journal of Reading Behavior

Journal of Verbal Learning and Behavior

Kappan

Language Arts

Michigan Reading Journal

Reading Research Journal

Reading & Writing Quarterly

The Reading Teacher