



UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPARTMENT: Curriculum & Instruction

COURSE SYLLABUS FOR Fall 2006

- 1. Course Prefix and Number:** CUI 420-03
- 2. Course Title:** Reading Education
- 3. Credits:** 3:3:3
- 4. Course Prerequisites/Corequisites:** Prior admission to elementary education or permission of instructor.
- 5. For Whom Planned:** This course is a required course for undergraduate elementary education majors who are pursuing K-6 teacher licensure. It is an elective course for other programs of study. Permission of the instructor is required for students other than elementary education majors who wish to take the course.
- 6. Instructor Information**
Kathryn Prater, Ph.D.
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Office Hours: Wednesdays 10:30-11:30 by appointment
- 7. Course Purpose/Catalog Description:** This course will focus on "curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction" (*UNC-Greensboro 2005-2006 Undergraduate Bulletin*)
 - 8. Teachers Academy Conceptual Framework Mission Statement:** The mission of the professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration on theory and practice. UNCG's professional education programs are guided by shared commitments to:
(a) equity and excellence in teaching, research and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

We believe that caring, collaborative and competent professionals possess a strong knowledge base comprised of five types of knowledge:

- *content knowledge*
- *professional knowledge and skills*
- *pedagogical content knowledge*
- *sociocultural knowledge*
- *critical and reflective knowledge and skills*

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:

- *reflective*
- *ethical*
- *inclusive*
- *engaged in and committed to professional practice*
- *dedicated to life-long learning*
- *self-efficacious*
- *receptive to feedback*
- *affirming of diversity*
- *professionally responsible*
- *collaborative*

9. Course Goals and/or Objectives/Students Learning Outcomes: In this course you will:

1. Learn and implement research based, “best practice” skills and strategies for teaching reading in elementary school classrooms,
2. Learn methods to assess, monitor, and address the reading and writing progress of students,
3. Learn methods to optimally support the literacy learning of diverse readers in elementary schools,
4. Become knowledgeable of issues and questions related to reading instruction in elementary schools,
5. Reflect on your own learning about and teaching of reading instruction,
6. Develop rationales for the reading instruction you will provide your future elementary students, and
7. Begin to become an exemplary, responsive, and reflective teacher of reading.

10. Teaching Strategies: Teaching strategies for this course include lecture, class discussion, group work, individual conferences, student presentations, electronic discussion boards, field-based activities and teaching simulations and technology engagements.

11. Evaluation Methods and Guidelines for Assessments:

I will use the following scale to determine letter grades:

- A+ 99-100
- A 95-98 points
- A- 90-94 points
- B+ 87-89 points
- B 83-86 points
- B- 80-82 points
- C+ 77-79 points
- C 73-76 points
- C- 70-72 points
- D+ 67-69 points
- D 63-66 points
- D- 60-62 points
- F 59 or less points

The School of Education is a professional school, and the Curriculum and Instruction Department is responsible for preparing professional teachers. The criterion for excellence is embedded in the word “professional” -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. CUI instructors are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student’s potential to be a professional. Consequently, you are not entitled to a particular grade by virtue of your admission to the School of Education; rather, your instructor has the responsibility to make a professional judgment about both your performance and your disposition and to assign a grade accordingly. Specifically, CUI instructors will use the following criteria when assigning grades to assignments:

A(√+) – Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the task and contains **additional unexpected or outstanding features**.

B(√) – A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.

C(√) – Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.

D(√-) – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – Work that is incomplete, inappropriate, and/or shows little or no comprehension the class material in the assignment submitted.

Regarding the final course grade, the instructor will compute scores on the course assignments according to the criteria specified in this syllabus. The instructor then has the obligation and reserves the right to raise or lower the final grade based on evidence regarding performance and/or disposition if, in his or her judgment, the work and/or disposition of the student warrants it.

12. Required Texts & References

Required

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland: Stenhouse. (ISBN 1 57110 307 4)

Harp, B. & Brewer, J. (2005). *The Informed Reading Teacher: Research Based Practice*. Columbus, Ohio: Pearson Merrill Prentice Hall.

National Reading Panel (2001). *Putting reading first: The research building blocks for teaching children to read*. Washington, D.C.: US Department of Education Publication. Accessible on-line at:

<http://www.nationalreadingpanel.org/Publications/researchread.htm>.

References:

Allington, R.L. (2006). *What really matters for struggling readers: Designing research-based programs (2nd edition)*. New York: Pearson/Allyn & Bacon.

Allington, R.L., & Johnston, P.H. (2002). *Reading to learn: Lessons from exemplary fourth-grade classrooms*. New York: Guilford. (ISBN 1-57230-762-5).

Cunningham, P.M., and Allington, R.L. (2003). *Classrooms that work: They can all read and write (3rd edition)*. New York: Allyn and Bacon. (ISBN 0-205-35541-2)

Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann. (ISBN 0-435-08863-7)

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding readers and writers, Grades 3-6*. Portsmouth, NH: Heinemann. (ISBN 0-325-00310-6).

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: Guilford. (ISBN 1-57230-649-1).

Reutzel, D. R., and Cooter, R.B. (2005). *The essentials of teaching children to read: What every teacher needs to know*. Upper Saddle River, NJ: Pearson. (ISBN 0-13-118665-5) (To be read in your assigned book club) (Price: \$46.00)

Routman, R. (2003). *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann. (ISBN 0-324-00492-7)

Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann. (ISBN 0-325-00227-4)

Worthy, J., Broadus, K., & Ivey, G. (2001). *Pathways to independence: Reading, writing, and learning in Grades 3-8*. New York: Guilford. (ISBN 1-57230-647-5)

13. Course Requirements: % indicates percentage of final grade
Class Participation (10%; INTASC 1, 2, 3, 4, 6, 7, 8, 9, 10)

This class is designed to include whole class and small group discussions and interactive experiences. Your contributions are extremely important! Be sure to read all handouts, articles, and assigned chapters in the required texts so you can actively participate each week. Be prepared to share connections between class content and PDS classroom experience. The dispositions will be considered when calculating this grade.

Class participation will be documented using the form in Course Information. At the end of each class meeting, you will provide specific examples of your contribution to our discussion (small group or whole class). This form will be used as documentation of your attendance and your participation grade. You must also complete a response to Reading With Meaning to receive full participation credit for classes on October 11, 18, 25 and November 1, and 8.

Weekly Quizzes (20%; INTASC 1, 2, 3, 4, 6, 7, 8, 9, 10)

You will take a 10 question quiz on each assigned chapter and/or reading on Blackboard. This quiz must be posted by midnight Tuesday before class on Wednesday.

Fluency Monitoring—Technology Requirement for 420 (10 %; INTASC 1, 2, 3, 4, 6, 7, 8, NETS IV A&B&C)

Technology is an integral part of teaching today. For this reason, this project provides the opportunity to connect individual student assessments with technology to track student progress. You will monitor the reading fluency of the student you tutor. You will 1). complete a baseline fluency assessment, 2). set appropriate goals 3). and monitor progress of this student over SIX WEEKS. You will create a spreadsheet with the data and some form of graphic representation of the data that is used to inform the student of his/her progress. **You must plan at least one activity that engages the student in the use of technology to satisfy the requirements of NETS IV C.** You will write a summary of the 6 weeks activities. The summary must include a description of how you shared the data with the student and how you used the data to plan for specific fluency building activities. You must also include a discussion/explanation of the data. This assignment must be uploaded to Taskstream under "Additional Requirement" for 420. More information on this assignment will be posted on Blackboard.

Tutoring—Critical Performance for 420 (40% INTASC 1, 2, 3, 5, 7, 8, 9)

- Part 1: 10%
- Part 2: 10%
- Part 3: 20%

One of the major concerns for beginning teachers is knowing how to teach struggling readers. As such, this assignment will give you the opportunity to teach a struggling reader in a tutoring setting so that you can learn how you can use these same strategies in the regular classroom to support struggling readers in the future. For this assignment, you will tutor a struggling reading in your internship site.

When you submit this assignment, DO NOT use sheet protectors. Instead, simply three-hole punch all materials and put them in a SMALL three-ring binder or folder. Your final project will include the following: materials in this order (a) TITLE PAGE with your name on it, (b) copies of all implemented pre-assessments with your written notes on them, (c) copies of all tutoring lesson plans (one for each tutoring session using one of the formats that we discussed in class—each lesson plan will be written thoroughly and thoughtfully, complete with materials listed, your instructional plans, and your thorough and thoughtful lesson plan reflections, (c) copies of all implemented post-assessments with your notes written on them, (d) your reflection that details specifically what you learned from tutoring this struggling reader. DO NOT TYPE UP YOUR ASSESSMENT NOTES OR LESSON PLANS. I will use the following criteria to determine your grade, based on your written work that you:

- Implementation and interpretation of pre- and post-assessments
- Implementation of reflective, thorough, thoughtful, and responsive tutoring lessons geared to the assessed needs of the struggling reader
- Evidence of your learning and understanding about effective reading assessment and instruction

Final Exam (20%, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 INTASC)

There will be a comprehensive final exam. The purpose of this exam is to help you synthesize and demonstrate what you have learned this semester relating to effective reading instruction through course readings, in class lectures and discussions, and course assignments.

Schedule for Readings and Assignments

*Note: I reserve the right to adjust the readings and assignments to accommodate students' learning and needs.

Class meeting date and topic	Readings to be completed <i>before</i> class meeting	Assignment Due
8/16 Expectations Introduction to Reading Education What kind of reading teacher do you want to be?		You must complete the online quiz on Blackboard by midnight Tuesday weekly.
8/23 Literacy Development and Literacy Instruction	Chapters 1 & 2 Becoming Literate & Approaches to Reading Instruction	
8/30 Assessment and Tutoring Assignment Phonological Awareness	Chapter 3 Assessment PRF—intro and pp. 1-10	
9/6 Phonological Awareness/Phonics	Chapter 5 Decoding Skills & PRF—pp. 11-19	
9/13 Phonics	Chapter 6 Reading Strategies	
9/20 Fluency	Chapter 9 Fluency PRF—pp. 21-31	
9/27 Vocabulary	Chapter 7 Vocabulary PRF—33-46	Tutoring Project Part 1
10/04 Comprehension	Chapter 8 Comprehension PRF—pp. 47-57	
10/11 Comprehension & Texts for Literacy Instruction	Chapter 11 Literature in the Classroom RWM pp. 5-52	Response to RWM posted on Blackboard
10/18 Guided Reading	2 Articles on Blackboard	Response to RWM posted on Blackboard

	RWM pp. 53-72	
10/25 Writing	Chapter 10 Writing in the Reading Classroom RWM pp. 73-104	Response to RWM posted on Blackboard
11 /01 K-2 Classroom & working with parents	Chapter 12 RWM pp. 105-140	Response to RWM posted on Blackboard Tutoring Project Part 2
11/08 3-5 classrooms & motivation	Chapter 13 RWM pp. 141-174	Fluency Monitoring Response to RWM posted on Blackboard
11/15 Differentiated Instruction	Chapter 4 Special Needs Students	
11/22 UNCG Holiday		
11/29	Final Exam during Class Time	Tutoring Project Part 3 Due by 12/6 @ 4:00pm
12/05 Reading Day		

14. Class Policies and Regulations:

Procedures and Expectations:

1. Email: Email is the best way to contact me. When contacting me via email, include the following information in your message:
 - a. a specific subject line description with the course number (420-03, tutoring project)
 - b. your full name and email address
 - c. the specific question/issue
2. Phone: Please do not leave a message requesting that I call you back to confirm that I received a phone message (“I will not be in class; call me back so that I know you got this message.”) Send an email if you want confirmation.
3. Due Dates: Plan your semester so that you will have ample time to complete assignments because due dates on all assignments are not negotiable. **Late work will not be accepted.**
4. Class Etiquette:
 - a. Turn items that ring, ding or sing to silent and put them **out of sight** during class. Remove any ear phones/receivers before class begins. I do not bring my cell phone to class because I am not available to take calls during our class meeting.
 - b. Be respectful of your fellow classmates and do not engage in side conversations or note passing. They are distracting and will not be allowed.
 - c. Complete all readings prior to class so that you can engage in conversations relating to the readings during small group and whole class discussions.

- d. Arrive on time and plan to stay for the entire class period (see Attendance Policy below).
- 5. **Attendance Policy: Our class meets every Wednesday from 12:00pm to 2:50pm. The following is the attendance policy for this course:**
 - a. **2 absences will result in lowering the final grade by one grade letter.**
 - b. **3 absences will result in lowering the final grade by two grade letters.**
 - c. **4 absences will result in an F for the course.**
 - d. **3 tardies will result in one absence. Tardy includes arriving late or leaving early.**
- 6. Academic Integrity Policy: We are all bound by the UNCG Academic Integrity Policy. This policy is posted on Blackboard in Course Information.
 - a. All work submitted must be ORIGINAL work prepared for this course. This means that you cannot “reuse” or “revise” assignments prepared by you for other classes.
 - b. Plagiarism is a violation of the UNCG Academic Integrity Policy. For the purposes of this course, plagiarism is defined as using in part or in whole any material written or designed by anyone other than the student, unless specific credit is given to the originator. This includes but is not limited to: lesson plans found online and/or provided by a teacher or found in any publication, book descriptions/reviews, course work done by anyone other than the student. Always provide the proper citation (i.e. URL for internet sites).
- 7. Blackboard: I will use Blackboard to communicate with you during the semester so you must check Blackboard and your UNCG email regularly. You are responsible for all information posted on Blackboard.
 - a. There is a “Questions” forum on Blackboard for you to use to help each other with questions about assignments and/or class discussions. Post your questions and respond to other’s questions if you know the answer using this online forum.
 - b. Handouts and other information will be posted on Blackboard. You are responsible for printing out handouts.
 - c. All quizzes are due before Tuesday midnight. Technical difficulties will not excuse a missed quiz. Plan ahead to allow for the possibility of technical problems.
- 8. **Workload**-- This course includes both field-based and university-based assignments. This course is a three credit-hour course that meets for three hours every week in the university setting and includes three hours per week of field-based work. In addition to these contact hours, you should plan to spend at least one hour out of class and out of the field in preparing assignments and reading for this course for every credit hour, meaning that you should plan to work at least 3 hours outside of class and the field each week.

9. Dispositions: Students are expected to demonstrate appropriate dispositions during all class activities and while completing outside assignments (See Course Information: Dispositions).

Other Information:

- All written assignments need to be word processed and edited for appropriate spelling, punctuation, mechanics and grammar. Please proof read your work.
- UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disability must be registered with the Office of Disability Services (ODS) located at 208 Elliott University Center, (336) 334-5440 V/TTY. Students with a disability must provide a letter from the ODS stating the appropriate accommodations for this course as soon as possible. If you have a documented disability and wish to discuss how these academic accommodations will be implemented in the course, please contact me.

15. Recommended Readings

- **Selected articles from journals and websites listed on the course schedule (available online from listed websites or from NCSU library ERIC or ACADEMIC SEARCH ELITE databases) for your assigned reading (to be used in conjunction with your portfolio construction):**
 - Allington, R.L. (2005). The other five pillars of effective reading instruction. (2005, June). *Reading Today*, 22 (6), 3.
 - Allington, R.L. (2002). What I've learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers. *Phi Delta Kappan*, 83, 740-747.
 - Allington, R.L., Johnston, P.H., & Day, J.P. (2002). Exemplary fourth-grade teachers. *Language Arts*, 79,462-466.
 - Barrentine, S.J. (1996). Engaging with reading through interactive read alouds. *The Reading Teacher*, 50, 36-43.
 - Beck, I.L., & McKeown, M.G. (2001). Text talk: Capturing the benefits of read-aloud experiences for young children. *The Reading Teacher*, 55, 10-20.
 - Bielenberg, B., & Filmore, L.W. (2004/2005). The English they need for the test. *Educational Leadership*, 62, 45-49.
 - Blackowicz, C.L.Z., & Fisher, P. (2004). Vocabulary lessons. *Educational Leadership*, 61, 66-69.
 - Block, C.C., & Israel, S.E. (2004). The ABCs of performing highly effective think-alouds. *The Reading Teacher*, 58, 154-167.
 - Boyd-Batsone, P., (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher*, 58, 230-239.
 - Bromley, K., Winters, D., & Schlimmer, K. (1994). Book buddies: Creating enthusiasm for literacy learning. *The Reading Teacher*, 47, 392-400.

- Brown, K.J. (1999/2000). What kind of text—For whom and when? Textual scaffolding for beginning readers. *The Reading Teacher*, 53, 292-307.
- Button, K., Johnson, M.J., & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49, 446-454.
- Caney, G.F., Kennedy, T.J., Schroeder, M., & Miles, S. (1999). Instructional strategies for K-12 limited English proficiency (LEP) students in the regular classroom. *The Reading Teacher*, 52, 540-544.
- Clark, K.F., & Graves, M.F. (2005). Scaffolding students' comprehension of text. *The Reading Teacher*, 58, 570-580.
- Cole, A.D. (1998). Beginner-oriented texts in literature-based classrooms: The segue for a few struggling readers. *The Reading Teacher*, 5, 488-501.
- Cunningham, P.M. & Cunningham, J.W. (1992). Making words: Enhancing the invented spelling-decoding connection. *The Reading Teacher*, 46, 106-115.
- Drucker, M. (2003). What reading teachers should know about ESL learners. *The Reading Teacher*, 57, 22-29.
- Duffy, G.G., & Hoffman, J.V. (1999). In pursuit of an illusion: The flawed search for a perfect method. *The Reading Teacher*, 53, 10-16.
- 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, 480-495.
- Duke, N.K. (2004). The case for informational text. *Educational Leadership*, 61, 40-44.
- Fawson, P.C., & Reutzel, D.R. (2000). But I only have a basal: Implementing guided reading in the early grades. *The Reading Teacher*, 54, 84-97.
- Fielding, L, & Roller, C. (1992). Making difficult books accessible and easy books acceptable. *The Reading Teacher*, 45, 678-685.
- Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read alouds: Is there a common set of implementation practices? *The Reading Teacher*, 58, 8-17.
- Fitzgerald, J. (1999). What is this thing called balance? *The Reading Teacher*, 53, 100-107.
- Flood, J., Lapp, D., Tinajero, J.V., & Hurley, S.R. (1996/1997). Literacy instruction for students acquiring English: Moving beyond the immersion debate. *The Reading Teacher*, 50, 356-359.
- Ford, M.P., & Opitz, M.F. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *The Reading Teacher*, 55, 710-717.

- Frank, C.R., Nixon, C.N., & Brandts, L.R. (2001). Bears, trolls, and pagemasters: Learning about learners in book clubs. *The Reading Teacher*, 54, 448-462.
- Griffith, L.W., & Rasinski, T.V. (2004). A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, 58, 126-137.
- Guillaume, A.M. (1998). Learning with text in the primary grades. *The Reading Teacher*, 51, 476-486.
- Guthrie, J.T., Van Meter, P., & Mitchell, A. (1994). Performance assessments in reading and language arts. *The Reading Teacher*, 48, 266-271.
- Harper, C., & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent and Adult Literacy*, 48, 152-162.
- Helman, L.A. (2005). Using literacy assessment results to improve teaching for English-language learners. *The Reading Teacher*, 58, 668-677.
- Hickman, P., Pollard-Durodola, S., & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. *The Reading Teacher*, 57, 720-730.
- Hunt, L.C. (1996/1997). The effect of self-selection, interest, and motivation upon independent, instructional, and frustration levels. *The Reading Teacher*, 50, 278-282.
- Ivey, G. (2003). "The teacher makes it more explainable" and other reasons to read aloud in the intermediate grades. *The Reading Teacher*, 56, 812-814.
- Jewell, T.A., & Pratt, D. (1999). Literature discussions in the primary grades: Children's thoughtful discourse about books and what teachers can do to make it happen. *The Reading Teacher*, 52, 842-850.
- Johnston, F.R. (1998). The reader, the text, and the task: Learning words in first grade. *The Reading Teacher*, 51, 666-675.
- Johnston, P. (2003). Assessment conversations. *The Reading Teacher*, 57, 90-92.
- Juel, C., Biancarosa, G., Coker, D., & Deffes, R. (2003). Walking with Rosie: A cautionary tale of early reading instruction. *Educational Leadership*, 60, 12-18.
- Juel, C. & Deffes, R. (2004). Making words stick. *Educational Leadership*, 61, 30-34.
- Kimbell-Lopez, K. (2003, February). Just think of the possibilities: Formats for reading instruction in the elementary classroom. *Reading Online*, 6(6). Available: http://www.readingonline.org/articles/art_index.asp?HREF=kimbell-lopez/index.html
- Klesius, J.P., & Griffith, P.L. (1996). Interactive storybook reading for at-risk learners. *The Reading Teacher*, 49, 552-560.

- Klinger, J.K., & Vaughn, S. (1999). Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reasoning. *The Reading Teacher*, 52, 738-747.
- Kong, A., & Fitch, E. (2002-2003). Using book clubs to engage culturally and linguistically diverse learners in reading, writing, and talking about books. *The Reading Teacher*, 56, 352-362.
- Koskinen, P.S., Blum, I.H., Bisson, S.A., Philips, S.M., Creamer, T.S., & Baker, T.K. (1999). Shared reading, books, and audiotapes: Supporting diverse students in school and at home. *The Reading Teacher*, 1999, 430-444.
- Kreuger, E., & Braun, B. (1998/1999). Books and buddies: Peers tutoring peers. *The Reading Teacher*, 52, 410-414.
- Lapp, D., Flood, J., & Tinajero, J. (1994). Are we communicating? Effective instruction for students who are acquiring English as a second language. *The Reading Teacher*, 48, 260-264.
- Lehman, B.A., & Scharer, P.L. (1996). Reading alone, talking together: The role of discussion in developing literary awareness. *The Reading Teacher*, 50, 26-35.
- Martinez, M., Roser, N.L., & Strecker, S. (1998/1999). "I never thought I could be a star": A Readers Theatre ticket to fluency. *The Reading Teacher*, 52, 326-334.
- McCabe, P.P. (2003). Enhancing self-efficacy for high-stakes reading tests. *The Reading Teacher*, 57, 12-20.
- Meier, T. (2003). "Why can't she remember that? The importance of storybook reading in multilingual, multicultural classrooms. *The Reading Teacher*, 57, 242-252.
- Morrow, L.M., Tracey, D.H, Woo, D.G., & Pressley, M. (1999). Characteristics of exemplary first-grade literacy instruction. *The Reading Teacher*, 52, 462-476.
- Moustafa, M., & Maldonado-Colon, E. (1999). Whole-to-parts phonics instruction: Building on what children know to help them know more. *The Reading Teacher*, 52, 448-458.
- Palmer, R.G., & Stewart, R.A. (2003). Nonfiction trade book use in primary grades. *The Reading Teacher*, 57, 38-48.
- Palmer, R.G., & Stewart, R.A. (2005). Models for using nonfiction in the primary grades. *The Reading Teacher*, 58, 426-435.
- Pardo, L.S. (2004). What every teacher needs to know about comprehension. *The Reading Teacher*, 58, 272-280.
- Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510-519.
- Position and other statements from the International Reading Association (www.reading.org) and the National Council of Teachers of English (www.ncte.org)

- Pransky, K., & Bailey, F. (2002/2003). To meet your students where they are, first you have to find them. *The Reading Teacher*, 56, 370-383.
- Qualls-Mitchell, P. (2002). Reading enhancement for deaf and hard-of-hearing children through multicultural empowerment. *The Reading Teacher*, 56, 76-84.
- Raskinski, T. (2004). Creating fluent readers. *Educational Leadership*, 61, 46-51.
- Richek, M.A. (2005). Words are wonderful: Interactive, time-efficient strategies to teach meaning vocabulary. *The Reading Teacher*, 58, 414-423.
- Richgels, D.J., Poremba, K., & McGee, L.M. (1996). Kindergarteners talk about print: Phonemic awareness in meaningful contexts. *The Reading Teacher*, 49, 632-642.
- Rog, L.J. & Burton, W. (2001/2002). Matching texts and readers: Leveling early reading materials for assessment and instruction. *The Reading Teacher*, 55, 348-356.
- Santman, D. (2002). Teaching to the test? Test preparation in the reading workshop. *Language Arts*, 79, 203-211.
- Schwartz, R.M. (2005). Decisions, decisions: Responding to primary students during guided reading. *The Reading Teacher*, 58, 436-443.
- Sipe, L.R. (2002). Talking back and taking over: Young children's expressive engagement during storybook read alouds. *The Reading Teacher*, 55, 476-483.
- Taylor, B.M., Peterson, D.S., Pearson, P.D., & Rodriguez, M.C. (2002). Looking inside classrooms: Reflecting on the "how" as well as the "what" in effective reading instruction. *The Reading Teacher*, 56, 270-284.
- Villaume, S.K., & Brabham, E.G. (2001). Guided reading: Who is in the driver's seat? *The Reading Teacher*, 55, 260-263.
- Wagstaff, J.M. (1997/1998). Building practical knowledge of letter-sound correspondences: A beginner's word wall and beyond. *The Reading Teacher*, 51, 298-304.
- Walker, B.J. (2005). Thinking aloud: Struggling readers often require more than a model. *The Reading Teacher*, 58, 688-692.
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16. included in the assignment descriptions see # 13