



University of North Carolina at Greensboro
Unit: School of Education
Department: Curriculum & Instruction
Course Syllabus: Fall 2006

1. CUI 521-01
2. Literacy II: Reading and Writing in the Intermediate Elementary Grades
3. Credits: 3.0
4. Prerequisites: admission to M.Ed. in Elementary Education Classroom Practice Track program and successful completion of CUI 517, Literacy I.
5. Intended Audience: This is the second of two courses designed for graduate students preparing to become classroom teachers who facilitate the growth of readers and writers in the elementary grades.
6. Instructor: Kathryn Prater, Ph.D.
345 Curry
kaprater@uncg.edu
(336) 334-3436
Office Hours: by appointment

7. Catalogue Description: This course is designed to prepare preservice teachers to teach reading and writing in the intermediate elementary grades (grades 3-6). Its focus will be upon the integration of the language arts and the use of literature, reading and writing across the curriculum and content areas.

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:

- | | |
|--|-------------------------------------|
| • <i>reflective</i> | • <i>self-efficacious</i> |
| • <i>ethical</i> | • <i>receptive to feedback</i> |
| • <i>inclusive</i> | • <i>affirming of diversity</i> |
| • <i>engaged in and committed to professional practice</i> | • <i>professionally responsible</i> |
| • <i>dedicated to life-long learning</i> | • <i>collaborative</i> |

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. Appreciate how individual differences in language, culture, learning styles, and cognitive development impact the pace and nature of literacy development,
5. Become knowledgeable of issues and questions related to reading instruction in elementary schools,
6. Learn about current state curriculum guidelines and end of grade tests and how they impact instruction,
7. Use quality children’s literature and other resources to enrich and extend an integrated language arts program,
8. Reflect on your own learning about and teaching of reading instruction,
9. Develop rationales for the reading instruction you will provide your future elementary students, and
10. 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 94-100 points
- A- 90-93 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

- a. Bear, Invernizzi, Templeton, & Johnston (2004). *Words Their Way: Word Study for Phonics, Vocabulary & Spelling Instruction*. Columbus, Ohio: Pearson Merrill Prentice Hall.
- b. Fountas, I.C., & Pinnell, G.S. (2001). *Guiding readers and writers, Grades 3-6*. Portsmouth, NH: Heinemann. (ISBN 0-325-00310-6).

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)
- 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)
- Routman, R. (2003). *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann. (ISBN 0-324-00492-7)
- Worthy, J., Broaddus, 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 for Graduate Students: % indicates percentage of final grade

Class Participation (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.

Assigned Readings & Responses (15%): You will have assigned reading for each class meeting. For each assigned reading, write a response in the following format:

- Describe one new concept/idea that you learned in the reading.
- Explain one connection among the reading, our class content and your experience with learners.

Post this response on Blackboard by midnight Wednesday before class. This will be graded on a complete/incomplete basis. Samples of complete and incomplete responses will be provided in class.

Tutoring (55% INTASC 1, 2, 3, 5, 7, 8, 9)

Part 1: 15% Pre-Assessment & Word Study—WTW

Part 2: 15% Writing Project—GRW Chapters 10, 24, 25,

Part 3: 25% Fluency Monitoring Project & Complete Tutoring Notebook with Post-Assessments

Within this project, you will complete a word study project, a writing project and a fluency monitoring project with your student. We will discuss the word study project in detail during class. More info on the fluency monitoring assignment is posted in Course Information. For the writing project, you may select the type of project you want to work on with your student (better yet—engage the student in a discussion of what type of writing project s/he wants to complete). Your choices are 1) keeping a Reader's Notebook (GRW Ch. 10), 2) write a poem & publish it (GRW Ch. 24) or 3) an Investigation that creates a published piece of work (GRW Ch. 25). More information will be provided on each of these projects as the semester progresses.

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. You will turn in this assignment 3 different times during the semester and receive feedback and suggestions for the first two parts. I expect to see evidence of the feedback and suggestions incorporated into subsequent sections.

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 submit:

- 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
- A minimum of 16 sessions (tutoring at least 2 times per week/20-30 minutes each session)

Author Study (20%) You will work individually or in pairs to prepare a 10-minute presentation to the class on a notable author for children. Go to <http://www.cbcbooks.org/readinglists/75authors.html> and select an author for your study from either the primary or intermediate list. We will sign up for author study during the second class period. I will demonstrate an author study with Kevin Henkes. I will post a complete description of the assignment and grading criteria on Blackboard.

Course Requirements for Undergraduate Students: Students taking this course for undergraduate credit will complete the following assignments:

Class Participation (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.

Assigned Readings & Responses (10%): You will have assigned reading for each class meeting. For each assigned reading, write a response in the following format:

- Describe one new concept/idea that you learned in the reading.
- Explain one connection among the reading, our class content and your experience with learners.

Post this response on Blackboard by midnight Wednesday before class. This will be graded on a complete/incomplete basis. Samples of complete and incomplete responses will be provided in class.

Tutoring (55% INTASC 1, 2, 3, 5, 7, 8, 9)

Part 1: 15% Pre-Assessment & Word Study—WTW

Part 2: 15% Writing Project—GRW Chapters 10, 24, 25,

Part 3: 25% Fluency Monitoring Project & Complete Tutoring Notebook with Post-Assessments

Within this project, you will complete a word study project, a writing project and a fluency monitoring project with your student. We will discuss the word study project in detail during class. More info on the fluency monitoring assignment is posted in Course Information. For the writing project, you may select the type of project you want to work on with your student (better yet—engage the student in a discussion of what type of writing project s/he wants to complete). Your choices are 1) keeping a Reader's Notebook (GRW Ch. 10), 2) write a poem & publish it (GRW Ch. 24) or 3) an Investigation that creates a published piece of work (GRW Ch. 25). More information will be provided on each of these projects as the semester progresses.

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. You will turn in this assignment 3 different times during the semester and receive feedback and suggestions for the first two parts. I expect to see evidence of the feedback and suggestions incorporated into subsequent sections.

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 submit:

- 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
- A minimum of 16 sessions (tutoring at least 2 times per week/20-30 minutes each session)

Midterm exam (10%). You must complete a midterm exam on Blackboard during the week of October 19. This exam will address content covered in WTW chapters 1-7 and GRW chapters 1, 2, 3, 6, 7, 8, 9, 10,28 as well as class lecture.

Final exam (15%). You must complete a final exam on Blackboard during the week of 12/4. This exam will be comprehensive and cover all course content.

Schedule for Readings and Assignments

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

WTW = Words Their Way

GRW = Guiding Readers & Writers

Class meeting date and topic	Readings to be completed <i>before</i> class meeting	Assignment Due
8/17 Expectations Introduction to 521 Remember the 5 components?		
8/24 Intro to Word Study	WTW Intro & Ch. 1, GRW Ch. 22 & viii-12 (intro & Ch. 1)	Sign Up for Author Study
8/31 Assessment and Tutoring Assignment	WTW Ch. 2 & referenced appendices, GRW Chapter 28	
9/7 Organizing for effective instruction	WTW Ch. 3, GRW Ch. 2 & 6	
9/14 Meet with Author Study partner, independent work time	Work on Author Study and lesson planning for word study	
9/21 Word Study grades k-2	WTW Ch. 4 & 5, GRW Ch. 3	Author Study Presentations Begin
9/28 Word Study for Transitional Learners	WTW Ch. 6	
10/05 Word Study for Intermediate Learners	WTW Ch. 7	
10/12 Independent Reading	GRW Ch. 7, 8, 9, 10	Tutoring Project Part 1— Pre-Assessments and Word Study
10/19 Guided Reading	GRW Ch. 11, 12, 13, 14	

10/26 Guided Reading	Articles on Blackboard	
11 /02 Literature Study	GRW Ch. 15, 16, 17	
11/09 Literature Study	Articles on Blackboard	Tutoring Project Part 2 Writing Project
11/16 Comprehension & Word Analysis & Differentiated Instruction	GRW Ch. 18, 19, 20, 21	
11/23 UNCG holiday		
11/30 Reading/Writing Connection	GRW Ch. 27	Tutoring Project Part 3 Due Monday, Dec. 4 @ 3:00pm
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 (521, 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 Thursday from 4:00pm to 6:50pm. 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.
- 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).

10. 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

- 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-Batson, 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.
- Wilson, P., Martens, P., & Arya, P. (2005). Accountability for reading and readers: What the numbers don't tell. *The Reading Teacher*, 58, 622-631.
- Worthy, J., & Broaddus, K. (2001/2002). Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher*, 55, 334-343.
- Worthy, J., & Prater, K. (2002). "I thought about it all night": Readers theatre for reading fluency and motivation. *The Reading Teacher*, 56, 294-297.
- Worthy, J., Turner, M., & Moorman, M. (1998). The precarious place of self-selected reading. *Language Arts*, 75, 296-304.
- Young, T.A., & Vardell, S. (1993). Weaving Readers Theatre and nonfiction into the curriculum. *The Reading Teacher*, 46, 396-406.

16. Alignment to National and State Standards

Assignment	NC Standards for Master's Degree License	INTASC Standards	NETS
Assigned Readings & Responses	3 Research Expertise 4 Content Knowledge	1 Content Knowledge & Foundations 2 Student Development & Characteristics 4 Instructional Strategies 8 Assessment	
Tutoring	1 Instructional Expertise 2 Knowledge of Learners 3, 4	1, 2, 4, 8 3 Adapting Instruction 5 Learning Environments 6 Language & Communication 7 Instructional Planning 9 Ethical Practice	IV Assessment & Evaluation A, B, C
Author Study	1, 2, 3, 4	1, 2, 3, 6, 9	II Planning and Designing Learning Environments A, B, C