

NORFOLK STATE UNIVERSITY
SCHOOL OF EDUCATION
EARLY CHILDHOOD/ ELEMENTARY EDUCATION DEPARTMENT

“Preparing Competent, Cooperative, Compassionate, and Committed Leaders”

Fall Semester 2006

- COURSE TITLE:** DIAGNOSTIC READING (3 Credit Hours)
- PREREQUISITES:** EED 450 TEACHING LITERCY IN THE ELEMENTARY SCHOOL; Praxis I Passing Scores
- COURSE NUMBER:** EED 490 (3) SEMESTER HOURS
- COURSE MEETINGS:** Tuesday – 4:00-7:00 p.m.
- Course Instructor:** Dr. Matilda Martin
150 Bozeman Education Building
Telephone: 823-2675
E-Mail: mjmartin@nsu.edu
- OFFICE HOURS:** 12:00-2:00 (MWF); 10:00-11:00 (F); 3:00-4:00 (TTH)
- REQUIRED TEXTS:** Rubin, Dorothy (2004). Diagnosis and Correction in Reading Instruction. Boston: Allyn and Bacon
- Armbruster, Bonnie, Lehr, Fran, & Osborn, Jean (2003) Reading First: the Research Building Blocks for Teaching Children to Read. Center for the Improvement of Early Reading Achievement(CIERA).
Website Download: www.nifl.gov - Telephone Order: 1-800-228-8813
- Board of Education, Commonwealth of Virginia. Standards of Learning for Virginia Public Schools (SOLS).
Website Download: www.pen.k12.va.us/VDOE/Instruction/sol.html

COURSE DESCRIPTION

This course is designed to provide elementary education teaching candidates with the knowledge, skills, and dispositions that are necessary for the diagnosis and correction of mild to moderately severe reading difficulties. The physical, physiological, cognitive, language, emotional, and socio-cultural correlates of reading disabilities are examined to help candidates understand the nature and causes of students’ reading problems in grades PreK-6. Therefore, candidates will gain facility in the selection and use of formal and informal instruments for the early detection and correction of reading difficulties. Moreover, the diagnostic-prescriptive model will be applied to help candidates acquire expertise in the analysis of children’s reading diagnostic data and the implementation of developmentally appropriate instructional methods that address the needs of diverse student populations. Students will become proficient in planning and implementing reading instruction as specified in the Virginia “No Child Left Behind” and the *Reading First Teacher Education Network (RFTEN)* Guidelines. Thus, they will acquire knowledge of how to implement *scientifically-based reading research instructional practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension* to ensure that “No Child is Left Behind” in grades PreK-Six.

COURSE OBJECTIVES

Upon completion of the course, teaching candidates will be able to demonstrate the Virginia Department of Education English Language Arts Standards (VDOE) and the National Council for the Accreditation of Teacher Education and the Association for Childhood Education International English Language Arts Standards (NCATE/ACEI):

1. Demonstrate knowledge of the nature and causes of reading disabilities in all children, including those children who evidence affective, cognitive, language, emotional, social, and physiological problems, and learning disabilities. (VDOE: 1, 1; NCATE/ACEI: 2.1, 4)
2. Utilize a variety of methods and materials that are appropriate for correcting types of reading difficulties in grades kindergarten through six (*phonemic awareness, phonics, fluency, vocabulary, and comprehension*) (VDOE: 1; NCATE/ACEI: 2.1, 2.5)
3. Understand the purpose, administration, scoring, and interpretation of reading instruments such as standardized (norm-referenced) and criterion-referenced reading tests, informal reading inventories and miscue analysis, readiness and emergent literacy, and language authentic measures, interest, and attitude surveys; and academic function or potential tests such as the *Peabody* and *Cognitive Abilities Tests*, and reading survey and achievement tests. (VDOE: 1g; NCATE/ACEI: 2.1, 4)
4. Use diagnostic results obtained from children to identify appropriate materials and instructional strategies to modify methodologies and materials when necessary, and to design an instructional program for students with adequate pacing and time on task (VDOE: 1d, 2.1a, 2.1b; NCATE/ACEI: 2.1, 4)
5. Design and use checklists and rubrics to chart and profile the reading progress of students. (VDOE: 1g; NCATE/ACEI: 2.1, 4)
6. Demonstrate proficiency in teaching word recognition skills, including the whole word approach, *analytic and synthetic phonics approaches*, and a combination of approaches. (VDOE: 1d, 2.3a, 2.2b, 2.d; NCATE/ACEI: 2.1, 4)
7. Evidence the ability to analyze formal and informal tests to determine students' independent, instructional, and frustration levels, listening capacity, and zone of proximal development. (VDOE: 1g; NCATE/ACEI: 2.1, 4)
8. Examine facsimiles of reading case study data to analyze the results obtained from formal and informal reading assessment and screening measures; and conduct item analyses of test items to ascertain children's reading proficiencies and deficiencies; and to prescribe corrective procedures for each skill deficiency. (VDOE: 1d, 2.1a, 1.1b; NCATE/ACEI: 2.1, 4)

9. Determine whether students learn through auditory, visual, kinesthetic, or an integrating of perceptual styles, and make instructional program adaptations to adequately address the reading needs of all children. (VDOE: 1; NCATE/ACEI: 2.1, 4)
10. Evidence an understanding of the linguistic, sociological, cultural, cognitive, and psychological correlates of reading and literacy development. (VDOE: 1; NCATE/ACEI: 2.1)
11. Enumerate and describe the qualitative characteristics, acquisition, and masteries of the stage of reading and literacy development. (VDOE: 1; NCATE/ACEI: 2.1)
12. Demonstrate proficiency in the selection, administration, and interpretation of formal and informal assessment, and screening measures for the Sol's in grades kindergarten through six. (VDOE: 1; NCATE/ACEI: 2.1, 4)
13. Design an instructional plan that provides opportunities for direct instruction in reading skills, adequate drill and practice, and appropriate activities for transfer and application. (VDOE: 12g; NCATE/ACEI: 2.1, 4)
14. Develop competency in oral language skills, including speaking and listening for the Sol's in grades kindergarten through six. (VDOE: 1d, 2.1a, 2.1b; NCATE/ACEI: 2.1, 2.5)
15. Demonstrate competency in selecting and implementing instructional methodologies for addressing the oral language needs of all children, including children with limited proficiency in Standard English and language delays. (VDOE: 2a, 2c; NCATE/ACEI: 2.1, 2.5)
16. Gain knowledge and evidence the ability to develop *creative thinking and expression through drama, storytelling, and choral and oral reading*. (VDOE: 2.2b, 2.2c, 2.2d; NCATE/ACEI: 2.1, 2.5)
17. Demonstrate proficiency in *explicit phonics instruction, including a knowledge of sound/symbol relationships, phonemes, morphemes, syllabication, decoding skills, word attack skills, and contextual analysis*. (VDOE: 2e; NCATE/ACEI: 2.1)
18. Exhibit an understanding of cuing systems of language, including having a knowledge of how phonics, syntax, and semantics interact as readers construct meaning from textual materials. (VDOE: 3d; NCATE/ACEI: 2.1)
19. Develop and implement instructional strategies that promote vocabulary development. (VDOE: 3e; NCATE/ACEI: 2,1)
20. Evidence proficiency in specific comprehension strategies, including a repertoire of questioning techniques, word meaning strategies, summarization and recall strategies, and using metacomprehension and prior knowledge/schema activation procedures to guide students to make connections and applications in and beyond the text. (VDOE: 3f; NCATE/ACEI:2.1)

21. Apply vocabulary and comprehension skills methodologies in all content area subjects. (VDOE: 3j; NCATE/ACEI: 2.1)
22. Develop competency in promoting an appreciation for various types of literature and using literature to foster reflective and independent reading. (VDOE: 2,2e; NCATE/ACEI: 2.1)
23. Describe the role of the family in the literacy program and to develop a plan for helping the family to assist their children with literacy development. (VDOE: 2,2e; NCATE/ACEI: 2.1)
24. Evidence proficiency in systematic and direct spelling instruction, including an understanding of the purposes and limitations of “invented spelling”, and the relationship between the states of language acquisition and spelling. (VDOE: 3b; NCATE/ACEI: 2.1)
25. Describe specific procedures for instructing students in the use of technology in both processes and products in reading , writing, and research. (VDOE: 5; NCATE/ACEI: 2.1)
26. Demonstrate a knowledge of the comprehension process and competence in teaching literal, interpretative, critical, and evaluative comprehension. (VDOE: 5; NCATE/ACEI: 2.1)
27. Evidence proficiency in knowledge, skills, and instructional procedures for teaching writing, including grammar, spelling, punctuation, and syntax. (VDOE: 4b, 4c; NCATE/ACEI: 2.1)
28. Exhibit the ability to foster creative thinking and expression through imaginative writing. (VDOE: 2.2e; NCATE/ACEI: 2.1)

CONTENT OUTLINE AND COURSE CALENDAR

<u>WEEK</u>	<u>TEXT CHAPTERS</u>	<u>CONTENT</u>
One	1	<p>Course Introduction and Requirements The Nature of Reading: Ability and Disability The Nature of Readiness for Reading and Emergent Literacy Current Approaches to Teaching Beginning Reading Meeting the Needs of Dialect and Non-English Speakers Objectives of the Reading Program: Special Issues and Problems</p> <p><i>UTCRLA Reading Academies</i></p> <p><i>English Language Learners</i> Oral Language and Vocabulary Development UTCRLA Video Session: Cultural and Linguistic Diversity</p>

CONTENT OUTLINE AND COURSE CALENDAR

<u>WEEK</u>	<u>TEXT CHAPTERS</u>	<u>CONTENT</u>
Two	2	Goals of Differentiated Reading Instruction Individual Differences in Reading Ability Individualized Reading Combining Whole-Class, Group, and Individualized Reading
	<i>UTCRLA Reading Academies</i>	<i>Differentiated Instruction</i> <i>Scaffolding Instruction</i> <i>Progress Monitoring</i>
Three	3	Reading Disability, Dyslexia, and Reading Disability The Nature of Diagnosis Terminology and Objective Definitions of Reading Disability
Four	4-5	Assessment of Reading Performance Determining General Reading Level of Reading Disability Silent Reading Tests How to Interpret Group Reading Test How to Appraise Oral Reading How to Interpret Oral Reading Tests
Four	4-5	Assessment of Reading Performance
	<i>UTCRLA Reading Academies</i>	<i>UTCRLA Video Session: Using Instruction to Inform Instruction</i>
Six	6	Correlates of Reading Disability: Cognitive Factors Diagnosis, Correlation, and Causation Single and Plural Perspectives of Causation Intelligence and Reading Language and Psycholinguistic Abilities
	<i>UTCRLA Reading Academies</i>	<i>English Language Learners</i> <i>Oral Language and Vocabulary Development</i>

CONTENT OUTLINE AND COURSE CALENDAR

<u>WEEK</u>	<u>TEXT CHAPTERS</u>	<u>CONTENT</u>
Seven	7	Correlates of Reading Disability: Physical and Physiological Factors Neurological Factor Lateral Dominance and Sensory Defects Other Physical Conditions
Eight	8-9	Correlates of Reading Disability: Cultural Factors Educational Factors and Educational Disadvantage Emotional and Social Factors Interrelationships of Causal Factors
	<u><i>Preventing Reading Difficulties in Young Children (Snow, Burns and Griffin, Editors)</i></u>	Predictors of Success and Failure in Reading Prevention and Invention of Reading Disabilities
Nine	10	Basic Principles of Remedial Reading General Characteristics of Remedial Teaching Principles of Effective Motivation Administrative Aspects of Remedial Reading
	<i>UTCRLA Reading Academies</i>	<i>UTCRLA Video Sessions: Designing Effective Lessons and Implementing Small Group Instruction</i>
Ten	<u>REVIEW</u> <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>	<i>Chapter 1: Phonemic Awareness Instruction</i> <i>The Language of Literacy</i> <i>What Does Scientifically-Based Research Tell Us About Phonemic Awareness Instruction</i>

CONTENT OUTLINE AND COURSE CALENDAR

<u>WEEK</u>	<u>TEXT CHAPTERS</u>	<u>CONTENT</u>
10	<u>REVIEW</u> <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>	<i>Phonemic Awareness Instruction</i> Phoneme Categorization Phoneme Blending <i>Phoneme Segmentation</i> <i>Phoneme Deletion</i> <i>Phoneme Addition</i> <i>Phoneme Substitution</i>
	<i>UTCRLA Reading Academies</i>	<i>UTCRLA Video Session: Phonological Awareness Continuum and Linking Phonemic Awareness to Print</i>
Eleven	11	Developing Word-Recognition Skills Theoretical Issues and Methodological Considerations Scope and Sequence in Teaching and Decoding Skills Word-Identification Methods for Severe Disabilities Materials for Improving Word-Recognition Behaviors
	<u>REVIEW</u> <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>	Chapter 2: Phonics Instruction <i>Phonics Terminology</i> <i>What Does Scientifically-Based Research Tell Us About Phonics Instruction?</i> <i>Effective Programs of Phonics: Systematic and Explicit Instruction</i> <i>Effective Programs of Phonics Instruction</i>
	<i>UTCRLA Reading Academies</i>	<i>UTCRLA Video Session: Letter Knowledge and Letter Sound correspondence</i>

CONTENT OUTLINE AND COURSE CALENDAR

<u>WEEK</u>	<u>TEXT CHAPTERS</u>	<u>CONTENT</u>
Twelve	12	Improving Comprehension The Nature of Reading Comprehension Developing Specific Comprehension Skills Overcoming Deficiencies in Comprehension Materials for Developing Comprehension
	<u>REVIEW</u> <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>	Chapter 5: Comprehension Instruction <i>What Does Scientifically-Based Research Tell You About Effective Text Comprehension Instruction? Characteristics of Good Readers</i>
	<i>UTCRLA Reading Academies</i>	<i>UTCRLA Video Session: Comprehension</i>
		<i>UTCRLA Video Session: Writing Overview and Writing Conference</i>
Thirteen	14	Increasing the Rate of Reading The Relation of Rate to Comprehension The Elimination of Faulty Habits Increasing Reading Rate By Direct Practice
	<u>REVIEW</u> <i>Put Reading First: The Building Blocks for Teaching Children to Reading</i>	Chapter 4: Fluency Instruction <i>Characteristics of Fluent Reading What Does Scientifically-Based Research Tell Us About Fluency Instruction Modeling Fluent Reading Effective Fluency Instruction</i>
	<i>UTCRLA Reading Academies</i>	<i>Effective Fluency Instruction UTCRLA Video Session: Building Fluency</i>
Fourteen		Accelerated Reading Instruction
	<i>Texas Center for Reading and Language Arts</i>	<i>Video Session: Essential Components of an Accelerated Reading Program</i>
	<i>UTCRLA</i>	<i>Video Session: 3-Tier Reading Model</i>

CONTENT OUTLINE AND COURSE CALENDAR

<u>WEEK</u>	<u>TEXT CHAPTERS</u>	<u>CONTENT</u>
Fourteen	13	Fostering Reading Interest and Tastes Estimating the Difficulty of Reading Materials Creating and Enriching Reading Interests: Children's Literature Values of Reading: Affective Growth Selecting Reading Materials
Fifteen		Final Examination: Review of Course Content Diagnostic and Prescriptive Progression Reading Tutorial Report Presentation Level II: Observation and Participation Portfolio Presentation
Sixteen		Final Examination: Reading First Diagnostic and Instructional Procedures in <i>Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension</i>

LEARNING EXPERIENCES

The following learning experiences are designed to assist teacher candidates in attaining the objectives of the course.

The teaching candidates will:

1. Develop and write a reading tutorial report based on the results obtained from an informal reading inventory, running record the *Phonological Awareness Literacy Screening Test (PALS)*, and the Virginia Standards of Learning Assessment(Sols). The teaching candidates are to analyze, evaluate, and synthesize the test results to devise a tutorial program that is designed to correct the child's skill deficiencies. Candidates will submit (1) lesson plans in *phonemic awareness, phonics, fluency*, be contained in the portfolio *vocabulary, and comprehension*;(2) reflective comments; (3) reading tutorial logbook; (3) student work samples; and (4) A Level II: Observation and Participation Portfolio. Appendices that are to be downloaded from the School of Education, Office of Professional Development Website.
2. Design diagnostic teaching/differentiated lesson plans and implement the plans in class demonstrations for instructor and peer evaluations. The teaching simulations will instructional presentations in *phonemic awareness, phonics, fluency, vocabulary, contextual analysis, vocabulary, comprehension development, writing, and critical reading skills*.

3. Observe in inclusion English/language arts classes and participate in instructional activities designed for readers with special needs. The pre-service teachers will also observe classroom teachers implement reading(phonemic awareness, phonics, fluency, vocabulary, and text comprehension) instruction in public school settings.
4. Attend the Level II: Observation and Participation Field Experiences Orientation Session, which will be conduct by the Center for Professional Laboratory Experiences and the Office of Student Teaching and at Campostella Elementary School, *A Reading First School*.
5. Evidence an understanding of instructional strategies in language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and meta-comprehension writing, and metacognitve development through objective and essay examinations.
6. Compile a reading and language arts notebook for grades PreK through six, which includes instructional activities for developing readers' *oral language, listening, phonemic awareness, phonics, fluency, vocabulary, and comprehension, writing, thinking, viewing, and metacognitive skills*.
7. Develop and use checklists and rubrics to chart and profile the reading progress of students for six weeks in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
8. Work in learning teams to develop guidelines for collaborating with specialists and parents to design a directory, which includes descriptions of referral services for diverse learners.
9. Use the Internet and library resources to compile annotated bibliographies, and locate information pertaining to reading instructional programs, computer and technological applications, the Virginia Standards of Learning (Sol's), Phonological Awareness and Literacy Screening Program (PALS), and *the No Child Left Behind Program and Reading First Program Guidelines*.
10. Collaborate in groups to design motivational activities for all learners, including those from various cultural groups and those with special needs.
11. Using leveled reading texts, applying the steps in the Directed Reading Activity/Guided (DRA) Reading Procedure to teach reading lessons and improve *reading fluency*.

METHODOLOGY

The learning experiences will be provided through lectures, multi-media presentations, general class discussions, structured problem-solving discussions, intra-group activities, and modeling and demonstration of instructional strategies. Candidates, in addition, are required to participate in the Level II: Observation and Participation Field Experiences at Campostella Elementary School, *A Reading First School*, to acquire knowledge of instructional procedures in Pre K-Six public school classrooms in the areas of *phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Learning situations will also be provided which allow candidates opportunities

to apply theoretical knowledge in simulated classroom settings and video presentations. The teaching candidates will gain knowledge of the *scientifically-based reading research through the University of Texas Online Teacher Reading Academies for grades kindergarten, 1st, 2nd, 3rd, and 4th*.

COURSE REQUIREMENTS

Teaching Candidates will:

1. Attend all scheduled EED 490 NSU University class sessions.
2. Attend the NSU Office of Professional Development Field-Based Orientation Sessions.
3. Participate in all scheduled Level II Field Experiences at a “Reading First School”.
4. Read assigned materials from the course text, professional journals, and the Internet.
5. Complete library assignments as designated by the instructor.
6. Actively participate in class discussions and intra-group activities.
7. Demonstrate acceptable performance on class simulated teaching demonstrations and lesson plans
8. Demonstrate acceptable performance on quizzes and examinations.

EVALUATION			
Each teacher candidate will be evaluated on his/her performance on the course learning experiences and required assignments. The following grading scale will be applied to determine the teacher candidate’s final grade for the course.			
GRADING SCALE			
A = 95-100	B- = 82-80	D+ = 69-64	
A- = 94-90	C+ = 79-77	D = 66-63	
B+ = 89-86	C = 76-74	D- = 62-60	
B = 85-83	C- = 73-70	F = Below 6	
Grade	Grade Points	Grade	Grade Points
A	4.00	C	2.00
A-	3.70	C -	1.70
B+	3.30	D+	1.30
B	3.00	D	1.00
B-	2.70	D-	0.70
C+	2.30	F	0.00

LEARNING TASKS GRADING PROCEDURE

Course Assignment Requirements	Percentage/Final Grade
<ul style="list-style-type: none"> ﷚ Level II: Observation and Participation Field Experiences Portfolio, which includes a Reading Tutorial Report from an assigned student at Campostella Elementary School, a “Reading First School”, and a NSU RFTEN Reading Tutorial Project Partnership School; Observation and Participation Evaluation Forms are to be included in the Portfolio. ﷚ Attendance at the NSU Observation and Participation Orientation Seminar ﷚ Attendance at the Campostella Elementary School Principal and Classroom Teacher Sponsored Orientation Workshop for RFTEN Reading Tutorial Project Teaching Candidates 	25%
<ul style="list-style-type: none"> ﷚ Diagnostic Reading and Prescriptive Reading Report, which includes data obtained from interest inventories, running records, cloze procedure, Phonological Awareness Screening Test (PALS), DIBELS Oral Reading Fluency (DORF), Concepts About Print (CAP) 	25%
<ul style="list-style-type: none"> ﷚ Diagnostic Lesson Plans and Teaching Demonstrations in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension ﷚ Children’s Literature Resource File ﷚ Content Knowledge Demonstration Class Presentation 	20%
Examinations and Quizzes <ul style="list-style-type: none"> ﷚ Emergent Literacy ﷚ Phonemic Awareness ﷚ Phonics ﷚ Fluency ﷚ Vocabulary ﷚ Comprehension ﷚ Directed Reading Activity ﷚ Reading Assessment Measures 	20%
<ul style="list-style-type: none"> ﷚ Class Attendance and Participation ﷚ Maintain a Resource Notebook (ring binder) which includes all course handouts, including the Virginia Standards of Learning/English Language Arts, pre-k – six. 	10%

INSTRUCTIONAL RESOURCES

Required Reading

International Reading Association and the National Association for the Education of Young Children. (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. A Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children. Young Children, 53(4), 30-46.

Burns, M. S., Griffin, P., and Snow, C.E. (Eds.), (1999). Starting Out Right: A Guide to Promoting Promoting Children's Reading Success, Washington, DC: National Academy Press.

Snow, C.E., Burns, M. S., Griffin, P. (Eds.), (1998). Preventing Reading Difficulties in Young Children (pp. 79-84; 194-207). Washington, DC: National Academy Press.

Selected References

Burns, P.C. and Roe, B. D. (2002). Informal Reading Inventory. NY: Rand McNally.

Flood, J., Editor (2002). Handbook of Research on Teaching the English Language Arts. Newark, Delaware: International Reading Association.

Heller, M. (1997). Reading-Writing Connection. NY: Longman.

Houghton Mifflin Informal Reading Inventories

Jalongo, M. R. (2000). Early Childhood Language Arts. MA: Allyn & Bacon.

Opita, M. F. (1998). Literacy Instruction for Culturally and Linguistically Diverse Students. Newark, Delaware: International Reading Association.

Osborn, J., Lehr, F., & Hiebert, E. H. (2004). A Focus on Fluency: Research-Based Practices in Early Reading Series. Educational Laboratory at Pacific Resources for Education and Learning.

Rasinski, T.V. (2004). Assessing Reading Fluency. Educational Laboratory at Pacific Resources for Education and Learning.

Risko, V. & K. Broomley (2001). Collaboration for Diverse Learners. Newark, Delaware: International Reading Association

Selected References

Soderman, A. K., Gregory, K. M., and McCarty, L. T. (2005). Scaffolding Emergent Literacy: A Child-Centered Approach for Preschool Through Grade 5. NY: Pearson.

A Practical Guide to Reading Assessments (2000). Newark, Delaware: U. S. Department of Education, International Reading Association & Health Communications, Inc.

Valencia, S. W., Hiebert, E. H. & Afflerback, P. (2003). Authentic Reading Assessment. Newark, Delaware: International Reading Association

Whitaker, B. T., Schwartz, E., & Vockell, E. (2001). The Computer in the Reading Program. NY: McGraw-Hill.

Wilson, R. M. & Hall, M., Leu, D. J. and Kinzer, C. K. (2004). Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial (Seventh Edition). NJ: Merrill Prentice Hall.

Multimedia Resources

UTCRLA Teacher Reading Academies (2003). Austin, Texas: University of Texas Center for Reading and Language Arts

UTCRLA Teaching Reading: Videos (2003). Austin, Texas: University of Texas Center for Reading and Language Arts.

Guided Reading Video Presentations (2001). New York: Wright Group.

Small Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers Videos (2004). Newark, Delaware: International Reading Association.

Paired Reading: Positive Reading Practice DVD ROM (2004). Newark, Delaware: International Reading Association.

Test Reviews/Evaluation Media

Buros' Mental Measurement Yearbook

Buros' Reading Tests and Reviews

The Ninth Mental Measurement Yearbook

Tests in Print

Tests: A Comprehensive Reference for Assessment in Psychology

Education and Business

Professional Journals

The Reading Teacher
Language Arts
Reading Research Quarterly
The Literacy Journal of the Virginia State Reading Association
Journal of Literacy Research
Childhood Education
Journal of Exceptional Children
Teaching Exceptional Children
Journal of Learning Disabilities
Journal of Research in Childhood Education
Journal of Elementary Education
Educational Leadership
Journal of the National Association for the Education of Young Children

Organizations

Virginia Reading First
Virginia Department of Education
University of Virginia
Virginia State Reading Association
International Reading Association
National Reading Conference
National Institute of Literacy
National Reading Panel
Council of Exceptional Children
National Council of Teachers of English
National Association for Childhood
Education International
National Association for the Study
of Young Children
Association for Supervision and
Curriculum Development
Pacific Resources for Education
and Learning

Websites

www.readingfirst.virginia.edu
www.pen.k12.va.us/VDOE/Instruction/sol.html
www.curry.edschool/Virginia/centers/pals/home.html
www.vsra.org
www.reading.org
www.nrc.oakland.edu
www.nifl.gov
www.nationalreadingpanel.org
www.cec.sped.org
www.ncte.org
www.acei.org
www.naeyc.org
www.ascd.org
www.prel.org

Virginia Certification Content Specific Knowledge Examination Requirements

- Praxis II Elementary Education Content Knowledge in Elementary Education (0014)
Reading Language Arts Subtest.
Website: www.teachingandlearning.org
- The Virginia Reading Assessment for Educators (Elementary Education (PreK -6)).
Website: www.vra.nesinc.com

In Accordance with the Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, we ask that you please contact the Supporting Students through Disability Services (SSDS) Office.

