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ABSTRACT

Based on recommendations of the International Reading Association, this outline of a performance based program for training reading specialists consists of twelve semester hours of graduate work. The courses include basic decoding skills, comprehension/study skills, diagnostic techniques, corrective treatment, and a practicum. The four elements of this program are identified as competencies or specific objectives stated in measurable or behavioral terms, criteria for assessing the accomplishment of the objectives, instruction relating to the criteria with provision for individualization, and objective assessment in terms of the criteria. An underlying philosophy for the program content--including assumptions about teacher attitudes, understanding, knowledges, and skills--is provided. The sources of the reading skills identified in this program are also given. The remainder of the outline presents the competencies, experiences, and criterion assessment for each skill listed in the five topic areas. A list of references concludes each section. (T0)

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**READING INSTRUCTION:
A PERFORMANCE-BASED
TEACHER EDUCATION PROGRAM
FOR READING SPECIALISTS**

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and Language Arts**

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R. Y. G.

CONTENTS

Foreward
Basic Philosophy
Sources of Skills List

Part I: 30-501

- 1.0 Overview of the Reading Process
- 2.0 Pre-Reading (Readiness) Development
- 3.0 Pre-Reading Skills
- 4.0 Continuing Decoding Skills
- 5.0 Other Approaches to Beginning Reading
- 6.0 Comprehension Skills, General (More at Part II)
- 7.0 Independent Reading, Primary (More at Part II)

Part II: 30-502

- 8.0 Dictionary Skills
- 9.0 Comprehension, General
- 10.0 Comprehension, Literal
- 11.0 Comprehension, Inferential
- 12.0 Critical Reading
- 13.0 Study Skills
- 14.0 Literary Appreciation
- 15.0 Independent Reading, Intermediate

Part IIA: 30-503 (Option for Secondary)

- A 9.0 Comprehension, General
- A10.0 Comprehension, Literal
- A11.0 Comprehension, Interpretive (Inferential)
- A12.0 Comprehension, Applied
- A13.0 Critical Reading and Reasoning
- A14.0 Organization of Reading Material

Part III: 30-504

- 16.0 Background for Diagnostic Techniques
- 17.0 Nature and Causes of Reading Disability
- 18.0 Diagnostic Instruments and Techniques

Part IV: 30-505

- 19.0 Organizing for Treatment
- 20.0 Decoding Problems
- 21.0 Readability
- 22.0 High Interest, Low Vocabulary Materials
- 23.0 Advanced Skills
- 24.0 Basal Materials
- 25.0 Evaluation and Reporting

Part V: 30-592A

- 26.0 Diagnosis
- 27.0 Planning
- 28.0 Skill Instruction
- 29.0 Evaluation/Reporting

Foreword

The following outline represents a beginning toward a Performance-Based Program for Reading Specialists. The content of this program is based on the recommendations of the International Reading Association for training of Reading Specialists. It consists of twelve (12) semester hours of graduate work, divided as follows:

Basic Decoding Skills (2 hours)	Diagnostic Techniques (2 hours)
Comprehension/Study Skills (2 hours)	Corrective Treatment (2 hours)
	Practicum (4 hours)

The outline only approaches all elements of Performance-Based Teacher Education (PBTE). While proponents do not entirely agree, they generally identify four elements of PBTE:¹

1. Competencies (specific objectives) are identified and stated in measurable (behavioral) terms;
2. Criteria for assessing the accomplishment of the objectives are stated;
3. Instruction relates to the criteria (with provision for individualization);
4. Assessment is objective in terms of the criteria.

While objective measurement remains an elusive goal in most areas of education, the specific statement of objectives represents a considerable improvement over traditional instructional procedures. Admittedly, this outline retains some experiences which are not objectively measurable but which are merely thought "to be good for" the prospective reading specialist.

Feedback from graduate students who experience this first attempt at PBTE will certainly provide some improvements. Meanwhile, the author would like to thank Dr. Donna Ogle for her contributions to both the Intermediate and the Secondary outlines, and Ms. Anne Farleigh for her help on the Secondary. Also to be thanked are several classes of graduate students who were helpful in giving their reactions.

¹Elam, Stanley (ed.). Performance-Based Teacher Education. Washington: American Association of Colleges for Teacher Education, 1971

Howsam, Robert. "Some Basic Concepts /of Performance-Based Instruction/" Today's Education, April, 1972, 35-38.

Basic Philosophy

Major assumptions on which the Reading Specialist program is built and outcomes it seeks to achieve:

Teacher Attitudes

1. Reading is looked upon as a skill: it is not merely "learning words;" it is not merely "making noises" for printed symbols.
2. Instructional time is precious: it should not be wasted on worthless activities.
3. The purpose of diagnosis is to determine action, not to assign a label.

Teacher Understandings

1. At the beginning level, the basic approach must be clear and consistent for a given child: the child must be provided a specific and consistent answer to the question "What do I do when I come to a word I don't know?"
2. Children from atypical backgrounds may need certain physical and/or language experiences prior to skills instruction.
3. Reading skills must be taught in application in a reading context.
4. The goal of a good reading program is the development of skill (instructional vehicle) and interest (library reading).

Teacher Knowledges

1. The teacher must know the continuum of skills, including prior language development, necessary for a child to become a successful reader.
2. In terms of these skills, she must know how to diagnose the child's
 - a. reading level -- to determine the level of difficulty of the material she will use as a vehicle for skill teaching;
 - b. skill needs -- to determine which skills the child needs, i.e., his placement on the continuum;
 - c. expectancy -- to determine the kind of child she is working with.
3. The teacher must know the methods most effective for teaching the skills she diagnosed as needed.

4. The teacher must be familiar with materials in order to select those appropriate to the interest and reading level of the child
 - a. for instructional purposes
 - b. for recreational purposes.
5. The teacher must know research evidence on the supposed causes of reading disability.

Teacher Skills

1. The teacher must demonstrate the ability to diagnose
 - a. reading level
 - b. expectancy
 - c. language/reading-skill needs.
2. The teacher must demonstrate the ability to evaluate instructional materials for
 - a. initial teaching of reading skills
 - b. practice of reading skills
 - c. application of reading skills.
3. The teacher must demonstrate the ability to develop instructional materials for
 - a. initial teaching of reading skills
 - b. practice of reading skills
 - c. application of reading skills.
4. The teacher must demonstrate ability to teach
 - a. pre-reading skills
 - b. decoding skills
 - c. comprehension/study skills.
5. The teacher must demonstrate the ability to evaluate recreational reading materials.
6. The teacher must demonstrate the ability to provide activities for motivating and sharing library reading.

Reading skills identified in this program have been checked against the following sources to assure comprehensiveness:

- Barrett, Thomas. "Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension" in Clymer, "What is 'Reading?' Some Current Concepts." Innovation and Change in Reading Instruction. Chicago: National Society for the Study of Education, 1968, pp.19-23.
- Barbe, Walter. Educator's Guide to Personalized Reading Instruction. Englewood Cliffs: Prentice-Hall, 1961, pp. 169 and 205.
- Center for the Study of Evaluation. "CSE Elementary School Hierarchical Objectives Charts." Los Angeles: University of California, 1970.
- Dechant, Emerald. Diagnosis and Remediation of Reading Disability. West Nyack, New York: Parker, 1968, pp. 123-27.
- Della-Piana, Gabriel. Critical Reading and Listening. Salt Lake City: Exemplary Center for Reading Instruction, 1968.
- Gary Public Schools. Individual Developmental Reading Handbook. Gary: Gary Public Schools, 1963.
- Hackett, Marie G. Criterion Reading. New York: Random House, 1971.
- Heilman, Arthur. Principles and Practices of Teaching Reading. Columbus: Merrill, 1972.
- Herber, Harold. Teaching Reading in Content Areas. Englewood Cliffs: Prentice-Hall, 1970.
- Tinker, Miles and Constance McCullough. Teaching Elementary Reading. New York: Appleton, 1968, pp. 505-507.
- Wisconsin Research and Development Center for Cognitive Learning. The Wisconsin Design for Reading Skill Development. Madison: University of Wisconsin, 1970.
- Zintz, Miles. The Reading Process. Dubuque: Brown, 1970.

30-501 : Methods and Materials for Teaching Reading at the Primary Level

1.00 Overview of the Reading Process

General Objectives:

1. to develop understanding of elements in a total reading program;
2. to consider interpretations of the statement: "Children learn to read in many different ways;"
3. to develop understanding of the efficiency of context and consonants in initial instruction.

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
1.10 Demonstrate knowledge of the four major parts of a total program.	Lecture *Blueprint	The teacher will list the four parts.
1.11 Demonstrate understanding of the role of phonics.	"	The teacher will define where phonic skills are helpful and where they are not.
1.12 Demonstrate understanding of oral reading skill.	"	The teacher will distinguish between "oral reading" and practice in "oral reading skills."
1.13 Demonstrate understanding of the importance of comprehension/study skills.	"	The teacher will contrast the role of comprehension/study skills with phonic skills.
1.14 Demonstrate understanding of the importance of independent reading.	"	The teacher will define the purpose of and relative time to be devoted to independent reading.
1.20 Demonstrate understanding of the basis for the statement: "Children learn to read in many different ways."	Lecture Dykstra Heilman, Ch. 1-2	The teacher will write a clarification of this statement in reference to children and in reference to programs.
1.21 Demonstrate understanding of the research evidence that no one approach has been clearly proven as superior.	Lecture Chall Batesman Dykstra Bliesmer	The teacher will identify, on a test, the general conclusion of Chall and the importance of an auditory emphasis.

Competency (Objective)

1.22 Demonstrate understanding of the importance of consistency with a given child.

1.30 Demonstrate knowledge of the role of context at all reading levels.

1.31 Demonstrate knowledge of the utility of consonants.

1.32 Demonstrate knowledge of some of the difficulties with vowels.

2.00 Pre-Reading (Readiness) Development in Young Children

General Objectives:

1. to develop knowledge of pre-school language growth patterns;
2. to develop knowledge of research evidence and its implications for what "readiness" was and should be;
3. to develop understanding of the difference between criterion and correlational referenced "early identification efforts;"
4. to develop knowledge of the research related to "formal" vs "informal" kindergarten instruction;
5. to develop understanding of research and current thinking related to instruction of linguistically different children.

Competency (Objective)

2.10 Demonstrate general knowledge of the pattern of language development.

Experience

Lecture
Soar & Soar
Cane & Smithers

Lecture
Smith

Lecture

Lecture
Clymer
Bailey
Burmeister
Emans
Dewey

Criterion (Assessment)

On a test, the teacher will justify a consistent approach based on the research evidence.

The teacher will state an example of the use of context at beginning and mature levels.

The teacher will list three reasons why consonants are more helpful than vowels.

The teacher will list three vowel generalizations and their approximate percent of utility.

Experience

Lecture
Templin
Menyuk

Criterion (Assessment)

On a test, the teacher will indicate the trend from vocalization to word production through contrasts.

Competency (Objective)

Experience

Criterion (Assessment)

2.11 Demonstrate knowledge of age at which initial consonant sounds are usually mastered.

On a test, the teacher will indicate degree of mastery by age 4.

Lecture
Templin

2.12 Demonstrate knowledge of the grammar of two-year-olds.

On a test, the teacher will outline the "Pivot-Open" patterns of a two-year-old.

Lecture
McNeill

2.13 Demonstrate knowledge of age at which basic English syntax is mastered.

On a test, the teacher will indicate age of mastery.

Lecture
Loban
Menyuk
Templin

2.14 Demonstrate understanding of importance of verbal mediation.

Given situations, the teacher will indicate which are better for language/learning.

Lecture
Templin
Corsini
Coates & Hartip

2.15 Demonstrate understanding that "stages" of development are mutable.

On a test, the teacher will indicate the probable effect of altered circumstances on given stages of development.

Lecture

2.20 Demonstrate knowledge of elements traditionally considered part of readiness for five-year-olds.

The teacher will list seven elements.

Lecture
Hillierich (1963)
Heilman, Ch. 4

2.21 Demonstrate knowledge of basis and evidence regarding MA criterion.

The teacher will list three points for dismissal of the MA criterion.

Lecture
Morphett &
Washburne
Gates

2.22 Demonstrate knowledge of the evidence regarding visual development.

The teacher will identify the appropriate conclusion on a test.

Lecture
Eames
Shaw

2.23 Demonstrate knowledge of the evidence regarding language development.

The teacher will identify the appropriate conclusion on a test.

Lecture
Templin
Menyuk
Shram

Competency (Objective)

2.24 Demonstrate understanding of the role of experiences and social development in readiness.

2.25 Demonstrate understanding of the role of motivation.

2.26 Demonstrate understanding of appropriate emphasis in visual discrimination activities

2.27 Demonstrate understanding of appropriate emphasis in auditory discrimination activities.

2.30 Demonstrate understanding of the difference between criterion referenced and correlated items in early identification.

2.31 Demonstrate knowledge of the predictive value of reading readiness tests.

2.32 Demonstrate knowledge of items useful in early identification.

2.33 Demonstrate understanding of the role of letter names.

Experience

Lecture

Lecture

Lecture
Robinson

Lecture

Lecture

Lecture
Fry
Silberberg
Bagford

Lecture:PDQ
Jansky & deHirsch
Askov et. al.
Bilka

Lecture
Durrell
Hillerich (1966)
Samuels
Jenkins

Criterion (Assessment)

The teacher will identify the appropriate conclusion on a test.

The teacher will identify the appropriate conclusion on a test.

On a test, the teacher will mark types of visual discrimination activities which contribute to reading skill and those that do not.

On a test, the teacher will mark types of auditory discrimination activities which contribute to reading skill and those that do not.

The teacher will identify, on a test, examples of criterion referenced and correlated items.

The teacher will identify the predictive accuracy of the typical readiness test.

Given a choice of items, the teacher will select those with diagnostic value.

The teacher will explain the role of letter names in identification and its implication for instruction.

Competency (Objective)

2.34 Demonstrate understanding of possible needs of children from atypical backgrounds.

2.35 Demonstrate skill in developing language with children from atypical backgrounds.

2.40 Demonstrate knowledge of the evidence regarding "formal" vs "informal" instruction in reading prior to age six.

2.41 Demonstrate knowledge of effects of other efforts.

2.50 Demonstrate knowledge of evidence regarding learning to read in a non-native dialect or language.

2.51 Demonstrate knowledge of evidence and current thought regarding black dialect and beginning reading.

2.52 Demonstrate knowledge of an approach to teaching Spanish-speaking children.

Experience

Lecture

Lecture

Lecture
Hillerich (1966)
Hillerich (1965)

Lecture
ETS: Sesame St.
*Dunn (Transparency)
Fry
Welf

Lecture
Hillerich (1972)
Heilman, Ch. 3
Goodman & Buck

Lecture
Baratz and Shuy
Isenbarger & Smith

Lecture

Criterion (Assessment)

The teacher will list language and experience items necessary to success in beginning reading.

The teacher will demonstrate an activity related to 2.34 above.

The teacher will identify a possible explanation for the divergence.

The teacher will identify the common elements of time and instruction as age.

On a test, the teacher will identify statements justified by the evidence.

The teacher will list at least three alternatives and justify the one selected as preferred.

The teacher will list the outstanding characteristic for success with non-English speaking children.



3.00 Teaching Pre-Reading Skills

General Objectives:

1. to develop knowledge of the important pre-reading skills;
2. to develop skill in constructing or evaluating activities for each of the pre-reading skills;
3. to develop skill in teaching each of the pre-reading skills.

(11)

Competency (Objective)

Experience

Criterion (Assessment)

- | | | |
|---|--------------------------------------|---|
| 3.10 Demonstrate understanding of appropriate activities to develop each of the following: | Lecture
<u>*What & Why...</u> | On a test, the teacher will associate a given activity with the appropriate skill. |
| 3.11 Use of Oral Context | | |
| 3.12 Letter-Form Discrimination | | |
| 3.13 Listening for Beginning Sound | | |
| 3.14 Letter/Sound Association | | |
| 3.15 Using Context and Letter/Sound Association | | |
| 3.16 Demonstrate the ability to construct or evaluate an activity for item 3.13, 3.14, or 3.15. | Lecture | The teacher will locate or make a game/activity/worksheet to demonstrate and evaluate in class. |
| 3.17 Demonstrate skill in teaching the pre-reading skills, items 3.11-3.15. | Lecture | The teacher will demonstrate the teaching of a selected skill. |

4.00 Continuing Decoding Skills (General - Heilman, Ch. 5-7)

General Objectives:

1. to develop knowledge of and skill in teaching word recognition;
2. to develop knowledge of and skill in teaching consonants and clusters in all positions;
3. to develop understanding vowel generalizations, their limitations, and methods for teaching about them;
4. to develop knowledge of and skill in teaching structural analysis;
5. to develop ability to discriminate between essential and time-wasting activities;
6. to develop knowledge of the organization of a reading lesson;
7. to develop understanding of the role of oral reading.

Competency (Objective)

4.10 Demonstrate knowledge of sources for high frequency words.

4.11 Demonstrate understanding of the importance of a few carefully selected words.

4.12 Demonstrate skill in using a rebus technique to practice high frequency words.

4.13 Demonstrate understanding of and skill in using the word introduction technique.

4.14 Demonstrate skill in developing left to right eye movement.

4.20 Demonstrate skill in teaching consonant letter/sound association.

4.21 Demonstrate understanding of other methods.

4.22 Demonstrate knowledge of how clusters should be taught.

4.23 Demonstrate knowledge of criteria for determining the sequence for introducing letters.

4.24 Demonstrate skill in teaching blending.

Criterion (Assessment)

Given these lists, the teacher will possess them.

On a test, the teacher will indicate the approximate number of words of high utility.

The teacher will demonstrate the choice of words and method of teaching and practicing them.

The teacher will identify on a test different purposes for introducing new words as implied by methods used.

The teacher will name important elements in the development of left to right movement and will demonstrate a technique.

The teacher will demonstrate the key picture technique.

The teacher will describe the see-hear-associate and substitution methods.

On a test, the teacher will indicate the preferred method.

The teacher will state three considerations.

The teacher will demonstrate the method of working from a vowel sound.

Experience

Lecture
*Horn 100
*Hillerich 100
*Hillerich Starter
Hillerich, 1974

Lecture

Lecture

Lecture

Lecture
McKee
Laubach

Lecture
Wylie & Durrell

Lecture
*Decoding Skills

Lecture

Lecture



Competency (Objective)

- 4.30 Demonstrate knowledge of the research regarding vowel generalizations.
- 4.31 Demonstrate knowledge of research regarding the results of teaching vowel generalizations.
- 4.32 Demonstrate knowledge of methods of teaching about vowels.
- 4.33 Demonstrate skill in using the exploratory approach.
- 4.40 Demonstrate knowledge of the components of "Structural Analysis."
- 4.41 Demonstrate skill in teaching compound words.
- 4.42 Demonstrate skill in teaching the meaning of a syllable.
- 4.43 Demonstrate understanding of the value to reading of the syllable "rules."
- 4.44 Demonstrate understanding of the limited number of affixes to be taught for meaning.

Criterion (Assessment)

- Given a vowel generalization, the teacher will state its approximate utility.
- On a test, the teacher will identify conclusions from research.
- The teacher will report on the method used in a basal and also name two other methods.
- The teacher will demonstrate the exploratory approach.
- The teacher will list the items included in the term.
- The teacher will demonstrate the teaching of a compound word.
- The teacher will demonstrate a functional method, not a definition.
- The teacher will identify the value of the rules for VCCV, VCV, Cle.
- On a test, the teacher will identify those affixes to be taught.

Experience

- Lecture Clymer Bailey Burneister Emmons Devey
- Lecture Sparks & Fay Hillerich (May '65) Hillerich (1967) Hillerich (1970)
- Lecture Examine TE of any basal Bateman
- Lecture
- Lecture *Decoding Skills
- Lecture
- Lecture
- Lecture Wardhaugh (1966) Wardhaugh (1969)
- Lecture Deighton



Competency (Objective)

4.45 Demonstrate skill in teaching an affix.

4.50 Demonstrate understanding of the difficulty of some phonic and structural generalizations.

4.51 Demonstrate skill in evaluating worksheets for phonic or structural generalizations.

4.60 Demonstrate knowledge of the major elements in a reading lesson and the emphasis in each.

4.70 Demonstrate knowledge of the oral reading skills.

4.71 Demonstrate skill in providing purposeful oral reading.

4.72 Demonstrate understanding of the role of oral reading in beginning instruction.

5.00 Other Philosophies of Beginning Reading

General Objectives:

1. to develop knowledge of some current approaches to beginning reading;
2. to develop skill in recognizing and classifying the underlying philosophies of new approaches.

Competency (Objective)

5.10 Demonstrate understanding of labels often used in classifying approaches.

Experience

Lecture

*Phonics Test
Groff

Evaluate a work-sheet

Lecture

Lecture
*Blueprint

Lecture

Lecture

Criterion (Assessment)

The teacher will demonstrate a method.

The teacher will mark and score her test.

The teacher will present an evaluation of a worksheet.

The teacher will list and describe the four major elements in a reading lesson.

The teacher will name five oral reading skills.

The teacher will list three purposes for oral reading.

The teacher will identify the purpose unique to immature readers.

Criterion (Assessment)

On a continuum, the teacher will properly place the terms: "synthetic," "analytic," "decoding emphasis," "meaning emphasis," and define the two extremes.

Experience

Lecture

Competency (Objective)

5.20 Demonstrate knowledge of representative programs, including "Language Experience," "Linguistic," any representative phonic program, any basal, and any varied orthography.

5.30 Demonstrate skill in analyzing a program to determine its underlying philosophy.

6.00 Comprehension Skills (NOTE: Comprehension and Study Skills are developed in depth in Part II of this program. They are only touched upon here in reference to primary materials.)

General Objectives:

1. to develop skill in appropriate questioning techniques for specific skills;
2. to develop understanding of the basis for comprehension skills in thinking ability.

Competency (Objective)

6.10 Demonstrate knowledge of the three levels of comprehension.

6.11 Demonstrate knowledge of research on teacher questioning techniques.

6.12 Demonstrate understanding of the kind of problem a reader faces with homophones and homographs.

6.13 Demonstrate skill in asking a question that requires a literal interpretation.

Experience

Lecture
Aukerman
Fries

Lecture
Aukerman

Experience

Lecture
*Blueprint

Lecture

Lecture

Lecture

Criterion (Assessment)

The teacher will state the major characteristics of four programs, and a major strength and weakness of each.

Given three different program descriptions, the teacher will match each with a stated philosophy of reading.

Criterion (Assessment)

The teacher will name and define the three levels.

The teacher will identify the type of question asked in 75% of discussions.

Given examples of both, the teacher will indicate the kind of problem, meaning or pronunciation each presents.

Given a primary reading selection, the teacher will ask a literal question.

Competency (Objective)

6.14 Demonstrate skill in asking a question that requires making a judgment.

6.15 Demonstrate skill in asking a question that requires drawing a conclusion.

6.16 Demonstrate skill in asking a question that requires predicting an outcome.

6.17 Demonstrate skill in asking a question that requires distinguishing fact from fantasy.

6.18 Demonstrate skill in asking a question that requires giving a personal reaction.

6.20 Demonstrate understanding of the relationship of thinking skills and reading comprehension.

6.21 Demonstrate skill in developing the comprehension skills at the listening level.

7.00 Independent Reading (NOTE: This topic is repeated in Part II in reference to intermediate level books.)

General Objectives:

1. to develop understanding of the importance of independent reading in a total reading program;
2. to develop knowledge of tools to be used in selecting children's books;
3. to develop knowledge of some children's books, their authors and illustrators, at the primary level;
4. to develop skill in motivating and in providing activities whereby children will share independent reading.

Criterion (Assessment)

Given a primary reading selection, the teacher will ask a question requiring making a judgment.

Given a primary reading selection, the teacher will ask a question requiring drawing a conclusion.

Given a primary reading selection, the teacher will ask a question requiring predicting an outcome.

Given a primary reading selection, the teacher will ask a question requiring distinguishing fact from fantasy.

Given a primary reading selection, the teacher will ask a question requiring a personal reaction.

On a test, the teacher will distinguish between structural knowledge and literal comprehension and will describe the relationship between thinking and comprehension.

The teacher will demonstrate an example.

Experience

Lecture

Lecture

Lecture

Lecture

Lecture

Lecture

Lecture

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
7.10 Demonstrate understanding of the role of independent reading.	Lecture Hillerich (Sep. '66)	The teacher will specify a proportion of time needed and two key elements for success.
7.11 Demonstrate knowledge of the tools used for selecting good books.	Lecture *Tools	The teacher will examine and give a descriptive statement on three of the following: Children's Catalog School Library Journal Bulletin of the Center for Children's Books Horn Book
7.20 Demonstrate knowledge of some good children's books.	Lecture *Caldecott List	The teacher will have the list and will describe characteristics of two major illustrators.
7.21 Demonstrate knowledge of some beginning dictionaries.	Lecture *Samples	The teacher will name one good picture dictionary.
7.22 Demonstrate knowledge of some factual series.	Lecture *Samples	The teacher will name one good factual series.
7.23 Demonstrate knowledge of some poetry anthologies.	Lecture *Samples	The teacher will name one good poetry anthology.
7.30 Demonstrate skill in developing motivational activities for independent reading.	Lecture *Bookworms	The teacher will describe one activity not mentioned in class.
7.31 Demonstrate skill in developing motivational activities for sharing ideas.	Lecture *Bookworms	The teacher will describe one activity not mentioned in class.
7.32 Demonstrate skill in developing motivational activities for record keeping.	Lecture *Bookworms	The teacher will describe one activity not mentioned in class.

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The following professional periodicals are major tools:

Elementary English (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASLCD)
Elementary School Journal (U. of Chicago)
Reading Research Quarterly (IRA)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

<u>Material</u>	<u>Competency Number</u>
Blueprint	1.10, 4.70, 6.10
<u>What and Why...</u>	3.10
Horn First Hundred Words	4.10
Hillerich First Hundred Words	4.10
Hillerich Starter Words	4.10
Decoding Skills	4.20 ff
Phonics Test	4.50
Caldecott List	7.20
(Sample Library Books for Examination)	7.20
<u>50 Ways to Raise Bookworms</u>	7.30
Tools for Selecting Books	7.11

30-502: Methods and Materials for Teaching Reading at the Intermediate Level (3-8)

8.00 Comprehension, General

General Objectives:

1. to develop understanding of the complexity of "comprehension" and of its relationship to thinking;
2. to develop understanding of the importance of teacher questioning techniques.

Competency (Objective)Experience Criterion (Assessment)

8.10 Demonstrate knowledge of the three levels of comprehension.

Lecture
Zintz, Ch. 8
*Comprehension Skills

The teacher will list and define the three levels of comprehension.

8.20 Demonstrate knowledge of the evidence that "reading comprehension" is a thinking skill applied to reading.

Lecture
Stauffer

The teacher will be able to explain why reading comprehension is a thinking skill.

8.30 Demonstrate understanding of the level at which comprehension skills, including critical skills, can begin.

Lecture
Sochor (b)

The teacher will indicate the age level at which instruction will likely contribute to comprehension skills.

8.40 Demonstrate knowledge of the evidence on teacher questioning techniques.

Lecture
Godbold
Guszak

On a test, the teacher will indicate the type of questions usually asked.

8.50 Demonstrate knowledge of the hierarchies of questioning based on Bloom's taxonomy.

Lecture
Carin & Sund

On a test, the teacher will be able to identify the level of thinking required to answer particular questions.

8.51 Demonstrate ability to evaluate reading questions in basals.

The teacher will evaluate questions accompanying a basal reader story.

8.52 Demonstrate ability to construct questions at all levels.

On a test, the teacher will construct questions for each level of thinking.

Competency (Objective)

8.60 Demonstrate knowledge of ways to evaluate classroom questioning strategies.

9.00 Comprehension, Literal

General Objectives:

- 1. to develop knowledge of the literal comprehension skills;
- 2. to develop skill in questioning techniques for the development of literal comprehension.

9.10 Demonstrate awareness of the importance of vocabulary extension in the intermediate grades. Lecture/Demo

9.11 Demonstrate awareness of the materials available to use in building interest in vocabulary.

9.12 Demonstrate awareness of how new words are built from Latin, Greek and English affixes and combining forms.

9.20 Demonstrate knowledge of the varieties of context. Lecture/Demo
McKee, 258-68

9.21 Demonstrate skill in teaching use of context with words of multiple meanings. Lecture

9.22 Demonstrate skill in teaching use of context with homophones and homographs. Lecture

9.30 Demonstrate skill in teaching literal sentence meaning. Lecture/Demo

Criterion (Assessment)

On a test, the teacher will list ways to evaluate questioning techniques and students' thinking.

On a test, the teacher will indicate awareness of the vocabulary load in intermediate materials.

The teacher will list sources of good information on vocabulary extension.

The teacher will develop a list of ten words derived from other language word parts.

The teacher will construct and label examples of four types of context.

The teacher will demonstrate a technique.

The teacher will demonstrate a technique.

Given an example, the teacher will distinguish between structural meaning and literal comprehension.



Competency (Objective)

- 9.31 Demonstrate skill in teaching the identification of referents for pronouns and adverbs.
- 9.32 Demonstrate skill in teaching the interpretation of typographical aids: comma, ellipsis, boldface, italics.
- 9.40 Demonstrate skill in questioning for recognition and recall of detail.
- 9.50 Demonstrate skill in questioning for topic of a paragraph (main idea of a selection).
- 9.60 Demonstrate skill in questioning for sequence of events.
- 9.70 Demonstrate skill in questioning for comparisons.

10.00 Dictionary Skills

General Objectives:

- 1. to develop knowledge of what the dictionary skills are;
- 2. to develop skill in teaching the dictionary skills.

Competency (Objective)

- 10.10 Demonstrate understanding of the limits of decoding.
- 10.20 Demonstrate skill in developing dictionary readiness.

Experience

Lecture/Demo

Lecture

Lecture/Demo
*Armstrong

Lecture
*Armstrong

Lecture/Demo
*Armstrong

Lecture/Demo
*Montgomery

Criterion (Assessment)

Given an example sentence, the teacher will ask an appropriate question.

The teacher will construct an example to demonstrate how typographical aids are important to comprehension.

Given a story selection, the teacher will ask an appropriate question.

Given a story selection, the teacher will demonstrate two methods.

Given a story selection, the teacher will select items to be arranged in sequence.

The teacher will locate a selection and demonstrate the teaching of this skill.

Criterion (Assessment)

The teacher will tell when decoding is helpful and the alternative when it is not.

The teacher will outline items important for dictionary readiness and will make a nonsense entry.

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
10.30 Demonstrate knowledge of a dictionary and differences among dictionaries.	Lecture Compare Webster's New Practical and the Thorndike - Barnhart Read Webster's 7th, pp. 4a-14a *Dictionary List	The teacher will list items on which dictionaries differ.
10.40 Demonstrate knowledge of the locational skills.	Lecture Mover *Dictionary Skills	The teacher will list locational skills.
10.41 Demonstrate skill in teaching them.	Lecture	Given a locational skill, the teacher will demonstrate how it can be taught.
10.50 Demonstrate skill in teaching the use of context and dictionary for multiple-meaning words and strange words.	Lecture	The teacher will write a sample exercise or evaluate a worksheet designed to practice this skill.
10.60 Demonstrate knowledge of the sub-skills involved in using a dictionary for pronunciation.	Lecture	The teacher will list the steps necessary in this skill and will identify the implications.
10.61 Demonstrate knowledge of how this should be taught.	Lecture	The teacher will evaluate a worksheet.
10.62 Demonstrate skill in teaching the use of a dictionary for pronunciation.	Lecture	Given a nonsense word, the teacher will demonstrate the method.
10.63 Demonstrate knowledge of the focus for instruction in teaching about stress (accent).	Lecture	The teacher will identify the emphasis required for instruction and will develop a list of homographs which shift accent.
10.64 Demonstrate skill in teaching use of stress.	Lecture	The teacher will demonstrate a method and will evaluate a worksheet on this skill.

11.00 Comprehension, Inferential

General Objectives:

1. to develop knowledge of the inferential skills;
2. to develop skill in questioning techniques for the development of inferential comprehension.

Competency (Objective)

Experience

Criterion (Assessment)

11.10	Demonstrate skill in guiding students to make inferences about reading material.	Lecture/Demo *Armstrong	The teacher will construct a reading guide to develop inferential thinking.
11.11	Demonstrate skill in teaching inferred main idea.	Lecture/Demo *Armstrong	Given a selection, the teacher will demonstrate a method for teaching this skill.
11.12	Demonstrate questioning technique for making comparisons.	Lecture/Demo *Armstrong	Given a story selection, the teacher will develop a question requiring this skill.
11.13	Demonstrate questioning technique for recognizing cause/effect relationships.	Lecture/Demo *Montgomery	The teacher will locate a selection and develop an appropriate question.
11.14	Demonstrate questioning technique for identifying character traits.	Lecture/Demo *Armstrong	Given a story selection, the teacher will ask a question requiring this skill.
11.20	Demonstrate understanding of the importance of prediction in reading comprehension.	Lecture	On a test, the teacher will demonstrate knowledge of the role of prediction in reading.
11.21	Demonstrate understanding of Directed Reading--Thinking Activity (DR-TA).	Lecture/Demo	On a test, the teacher will describe DR-TA
11.22	Demonstrate ability to conduct a DR-TA.		In class, the teacher will lead or participate in a group DR-TA.

(11-5)

Competency (Objective)

11.23 Demonstrate ability to construct activities to guide students' predictions.

11.30 Demonstrate understanding of the cloze procedure.

11.40 Demonstrate knowledge of the major kinds of figurative language at the elementary level.

11.41 Demonstrate skill in teaching children to identify the meaning in similes.

11.42 Demonstrate skill in teaching children to interpret metaphors.

11.43 Demonstrate skill in teaching children to interpret personification.

11.44 Demonstrate skill in teaching children to interpret an idiom.

12,00 Critical Reading

General Objectives:

1. to develop knowledge of the critical reading skills;
2. to develop skill in teaching critical reading.

Competency (Objective)

12.10 Demonstrate knowledge of what the critical reading skills are.

Criterion (Assessment)

The teacher will suggest an exercise to help develop students' predicting skills.

On a test, the teacher will describe the cloze procedure and its uses.

The teacher will list and give an example of four kinds of figurative language.

The teacher will construct an example and suggest a teaching exercise.

The teacher will construct an example and suggest a teaching exercise.

The teacher will make an example and suggest an activity.

The teacher will make an example and suggest an activity.

Criterion (Assessment)

The teacher will list the critical reading skills.

Competency (Objective)

12.20 Demonstrate understanding of the prerequisites to critical reading.

12.30 Demonstrate skill in teaching students to judge authorities.

12.31 Demonstrate skill in teaching children to determine author's purpose/point of view.

12.32 Demonstrate skill in teaching children to determine author's competence.

12.33 Demonstrate skill in teaching children to determine currency of material.

12.40 Demonstrate skill in teaching students to evaluate the content of material.

12.41 Demonstrate skill in teaching children to determine adequacy and completeness.

12.42 Demonstrate skill in teaching children to determine if material is relevant.

12.43 Demonstrate skill in teaching children to determine if conclusions are based on evidence presented.

12.44 Demonstrate skill in teaching children to recognize slant/ bias.

Experience

Lecture

Lecture/Demo

Lecture/Demo
*Johnson

Lecture

Lecture

Lecture/Demo
*Pickles

Lecture

*Robinson

Lecture

*Robinson

Lecture

*Robinson

Lecture/Demo
Hayakawa, Ch.3
*Robinson

Criterion (Assessment)

On a test, the teacher will identify the prerequisites.

The teacher will demonstrate on a test how to teach children to judge authorities.

Given a selection, the teacher will demonstrate instruction.

The teacher will state what is involved in this skill and will name sources children can check.

The teacher will state examples where date is/is not important and will name a selection where the date is relevant.

Given a selection, the teacher will demonstrate instruction; the teacher will locate an example

Given an example selection, the teacher will demonstrate instruction; the teacher will locate an example to use with children.

Given a syllogism, the teacher will develop possible Venn diagrams; given a selection from a story, the teacher will demonstrate instruction.

Given a story selection, the teacher will demonstrate an instructional technique.

Competency (Objective)

Experience

Criterion (Assessment)

- | | | | |
|-------|---|-------------------------------|---|
| 13.86 | Demonstrate skill in teaching children to read math problems. | Lecture | On a test, the teacher will list steps to be followed. |
| 13.87 | Demonstrate skill in teaching children to use typographical aids in social studies. | Lecture | The teacher will list the kinds of aids which must be taught. |
| 13.88 | Demonstrate skill in teaching children to read graphs, charts, and tables. | Lecture/Demo
McKee, 366-73 | The teacher will construct a practice exercise using information from an almanac. |

14.00 Literary Appreciation

General Objectives:

- | | | | |
|-------|--|---------|--|
| 1. | to develop knowledge of some elements involved in literary appreciation; | | |
| 2. | to develop skill in locating and recognizing examples. | | |
| 14.10 | Demonstrate skill in encouraging personal emotional reactions. | Lecture | The teacher will devise an appropriate question. |
| 14.20 | Demonstrate skill in encouraging identification with characters. | Lecture | Using a child's book, the teacher will devise an appropriate question. |
| 14.30 | Demonstrate skill in encouraging reactions to language. | Lecture | The teacher will describe a method to make children aware of language used in a selection. |
| 14.31 | Demonstrate skill in identifying figurative language and its effect on the reader. | Lecture | The teacher will locate an example in a child's book and demonstrate a technique. |
| 14.32 | Demonstrate skill in identifying rhythm, alliteration, onomatopoeia, repetition. | Lecture | The teacher will locate an example in a child's book and demonstrate a technique. |
| 14.33 | Demonstrate skill in identifying humor, satire, irony. | Lecture | The teacher will locate an example in a child's book and demonstrate a technique. |

Competency (Objective)

- 13.40 Demonstrate skill in teaching children to take notes.
- 13.50 Demonstrate understanding of what is involved in study reading.
- 13.60 Demonstrate understanding of the construction and use of structured overviews.
- 13.70 Demonstrate understanding of the construction and use of reading guides.
- 13.80 Demonstrate knowledge of major purposes which affect how one should read.
- 13.81 Demonstrate knowledge of the importance of setting a purpose for reading.
- 13.82 Demonstrate understanding of the role of reading rate at the elementary level.
- 13.83 Demonstrate skill in teaching children to skim/scan.
- 13.84 Demonstrate knowledge of SQ3R and its value.
- 13.845 Demonstrate skill in teaching SQ3R.
- 13.85 Demonstrate skill in teaching children to read to follow directions.

Criterion (Assessment)

- On a test, the teacher will explain how to take good notes.
- On a test, the teacher will describe steps to study reading.
- The teacher will construct a structured overview.
- The teacher will evaluate reading guides for class use.
- Given a purpose, the teacher will state how this should affect the way one reads.
- On a test, the teacher will identify the value of purpose-setting.
- On a test, the teacher will identify what should be done re: rate.
- Given a selection from Harris, the teacher will demonstrate the teaching of both skills.
- On a test, the teacher will define SQ3R and indicate its value.
- Given a selection, the teacher will demonstrate a teaching technique.
- On a test, the teacher will indicate steps to follow. Evaluate the directions on a worksheet.

Experience

- Lecture/Demo
- Lecture
- Lecture/Demo
*Samples
- Lecture/Demo
*Samples
- Lecture
McKee, Ch. 9
- Lecture/Demo
- Lecture
- Lecture
*Robinson
- Lecture
Robinson
- Lecture
- Lecture/Demo
*Samples

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
12.45 Demonstrate skill in teaching children to recognize connotation/denotation of words.	Lecture/Demo	Given a selection, the teacher will demonstrate an instructional technique.
12.46 Demonstrate skill in teaching children to recognize levels of abstraction.	Lecture/Demo Hayakawa, Ch.10	Given a selection, the teacher will demonstrate an instructional technique.
12.50 Demonstrate skill in teaching children to determine the author's organizational pattern.	Lecture	The teacher will locate an example selection and identify the organizational pattern in a manner to be used with children.
12.60 Demonstrate skill in teaching children to recognize propaganda devices.	Lecture/Demo Zintz, 254-57	The teacher will locate and identify three examples; the teacher will tell how this skill can be taught and practiced.
13.00 Study Skills		
General Objectives		
1. to develop knowledge of what the study skills are;		
2. to develop skill in teaching the study skills.		
13.10 Demonstrate knowledge of special locational aids to be taught.	Lecture Zintz, Ch.9	Given an example aid, the teacher will identify elements which must be taught.
13.20 Demonstrate skill in teaching use of the index of a book.	Lecture	The teacher will list the four major items to be taught.
13.21 Demonstrate skill in teaching children to identify key words to be used as index entries.	Lecture/Demo	The teacher will develop teaching examples at three levels: single stated key word, alternate stated key words, implied key word.
13.30 Demonstrate knowledge of the reference materials available for student use.	Lecture	On a test, the teacher will identify important reference materials.

Competency (Objective)

Experience

Criterion (Assessment)

14.34 Demonstrate skill in identifying imagery and sensory appeal.

Lecture

Given a selection, the teacher will demonstrate a technique for making children aware of imagery and sensory appeal.

15.00 Independent Reading

General Objectives:

1. to develop understanding of the importance of independent reading;
2. to develop knowledge of tools available for helping to select good books;
3. to develop knowledge of some good children's books and their authors;
4. to develop skill in promoting books with children.

15.10 Demonstrate knowledge of major reference aids ("tools") for book selection.

Lecture
*Tools

The teacher will list three major references and their characteristics.

15.20 Demonstrate understanding of the importance of independent reading in a total reading program.

Lecture
Hillerich
Zintz, Ch.12
*SSR

The teacher will name three important elements in a good independent reading program; the teacher will describe SSR.

15.30 Demonstrate knowledge of examples of good children's literature.

Lecture
*Newbery List

The teacher will demonstrate on a test the meaning of the Newbery Award and will identify examples of good children's books.

15.40 Demonstrate skill in developing creative ideas for sharing children's independent reading.

Lecture/Demo
*Bookworms

The teacher will describe a language activity, not mentioned in class, for sharing library reading.

Culmination: The teacher will develop a sequence of independent activities to teach a particular reading skill.

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Zintz, Miles V. The Reading Process. Dubuque: Brown, 1970.

The following professional periodicals are major tools:

Elementary English (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Reading Research Quarterly (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASLCD)
Elementary School Journal (U. of Chicago)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

Comprehension Skills	8.10
Armstrong, excerpt pp. 84-87	9.40 ff
Montgomery, excerpt pp. 80-92	9.70 ff
Dictionary List	10.30
Dictionary Skills	10.40
Johnson, excerpt p. 90	12.31
Pickles Will Kill You	12.40
Robinson excerpt pp. 264-71	12.41 ff
Sample Structured Overviews (2)	13.60
Sample Reading Guides (2)	13.70
Sample Reading Directions	13.85
Tools for Selecting Books	15.10
SSR Explanation	15.20
Newbery Award List	15.30
50 Ways to Raise Bookworms	15.40

30-503 Methods and Materials for Teaching Reading at the Junior/Senior High Levels

A 9.00 Comprehension, General

General Objectives:

1. to develop understanding of the complexity of "comprehension" and of its relationship to thinking;
2. to develop understanding of the importance of teacher questioning techniques.

Competency (Objective)ExperienceCriterion (Assessment)

9.10 Demonstrate knowledge of levels of comprehension defined by Bloom and Herber.

Lecture
Herber, Ch. 5
Carin & Sund, Ch.4
*Comprehension Skills

The teacher will list, define and compare the levels of comprehension.

9.20 Demonstrate knowledge of the evidence that "reading comprehension" is a thinking skill applied to reading.

Lecture
Sochor (a)

The teacher will complete and discuss a reaction guide based on readings and class lectures.

9.30 Demonstrate understanding of the hierarchies of questioning based on Bloom's taxonomy.

Lecture
Carin & Sund

The teacher will develop a sequence of questions leading from memory to evaluation.

9.40 Demonstrate knowledge of the research on teacher questioning techniques.

Lecture
Godbold
Guszak

On a test, the teacher will indicate the type of question usually asked.

A10.00 Comprehension, Literal

General Objectives:

1. to develop knowledge of the literal comprehension skills;
2. to develop skill in questioning techniques for the development of literal comprehension;
3. to develop skill in writing guides for reading and for vocabulary development.

Competency (Objective)

10.10 Demonstrate knowledge of the varieties of context clues.

10.20 Demonstrate ability to identify important vocabulary items and construct appropriate activities.

10.21 Demonstrate knowledge of word analysis skills, both phonic and structural.

10.22 Demonstrate knowledge of word recognition skills.

10.23 Demonstrate knowledge of skills that expand and reinforce word meanings.

10.30 Demonstrate ability to construct reading guides at the literal level.

10.40 Demonstrate ability to identify questions at the literal level.

10.50 Demonstrate skill in questioning for recognition and recall of detail.

All.00 Comprehension, Interpretive (Inferential)

General Objectives:

1. to develop knowledge of the interpretive skills;
2. to develop skill in questioning techniques for the development of interpretive comprehension;
3. to develop skill in constructing reading guides for the development of interpretive comprehension;

Experience

Lecture/Demo
McKee, 258-68
Deighton, Ch. 1

Lecture/Demo
Herber, Ch. 8

Lecture/Demo

Lecture/Demo

Lecture/Demo

Lecture/Activity
Herber, 65-68

Lecture/Activity
Carin & Sun, Ch.4

Lecture/Demo

Criterion (Assessment)

The teacher will construct and label examples of four types of context clues.

Using her content material, the teacher will isolate key vocabulary and construct an appropriate exercise.

The teacher will be able to identify vocabulary activities that teach word analysis skills.

The teacher will be able to identify vocabulary activities that teach word recognition skills.

The teacher will be able to identify vocabulary activities that expand and reinforce word meanings.

Using her own content material, the teacher will construct a reading guide.

Given prepared guides, the teacher can identify literal level questions.

Given a selection, the teacher will ask an appropriate question.

Competency (Objective)

- 11.10 Demonstrate skill in asking questions which require the drawing of conclusions.
- 11.11 Demonstrate skill in teaching this skill.
- 11.20 Demonstrate skill in teaching inferred main idea
- 11.30 Demonstrate questioning technique for making comparisons.
- 11.40 Demonstrate questioning technique for recognizing cause/effect relationships.
- 11.50 Demonstrate questioning technique for making judgments.
- 11.60 Demonstrate questioning technique for identifying character
- 11.70 Demonstrate questioning technique for predicting outcomes.
- 11.80 Demonstrate ability to construct a reading guide at the interpretive level.

Experience

- Lecture/Demo
*Armstrong
- Lecture
- Lecture/Demo
*Armstrong
- Lecture/Demo
*Armstrong
- Lecture/Demo
Montgomery
- Lecture/Demo
*Armstrong
- Lecture/Demo
*Armstrong
- Lecture/Demo
*Armstrong
- Lecture/Demo
*Armstrong
- Lecture/Demo
Herber, Ch. 5, p68

Criterion (Assessment)

- Given a selection, the teacher will develop a question requiring this skill.
- Given a selection, the teacher will demonstrate follow-up teaching.
- Given a selection, the teacher will demonstrate two methods.
- Given a selection, the teacher will develop a question requiring this skill.
- The teacher will locate a selection and develop an appropriate question.
- Given a selection, the teacher will ask a question requiring this skill.
- Given a selection, the teacher will ask a question requiring this skill.
- Given a selection, the teacher will ask a question requiring this skill.
- Using a selection from her own content area, the teacher will construct a reading guide at the interpretive level.

A12.00 Comprehension, Applied

General Objectives:

1. to develop knowledge of applied comprehension skills;
2. to develop skills in teaching the applied comprehension skills.

(11-A-3)

Competency (Objective)

12.10 Demonstrate ability to construct questions at the applied level.

12.11 Demonstrate ability to relate and extend author's meaning to previously learned materials.

12.12 Demonstrate ability to relate and extend author's meaning to previous experiences.

12.13 Demonstrate ability to make generalizations from author's intended meaning.

12.20 Demonstrate ability to construct reading guides at the applied level.

A13.00 Critical Reading and Reasoning

General Objectives:

1. to develop knowledge of the critical reading skills;
2. to develop skill in teaching critical reading and reasoning;
3. to develop skill in preparing reasoning guides.

Competency (Objective)

13.10 Demonstrate knowledge of what the critical reading skills are.

13.20 Demonstrate skill in teaching the critical reading skills.

Experience

Lecture/Demo
Herber, Ch. 5

Exercise
*Armstrong

Lecture/Discuss.
*Estes

Lecture/Demo

Criterion (Assessment)

Using material from teacher's own content area, she will develop applied comprehension question to use with her class.

Teacher will construct questions that extend author's meaning to previous learning.

Teacher will construct questions that relate and extend author's meaning to previous experiences.

Teacher will construct questions that lead to generalizations.

Using material from the teacher's own content area, she will develop a reading guide at the applied level.

Criterion (Assessment)

The teacher will list the critical reading and reasoning skills.

Competency (Objective)

- 13.21 Demonstrate skill in teaching students to distinguish fact from opinion.
- 13.22 Demonstrate skill in teaching students to determine author's purpose/point of view.
- 13.23 Demonstrate skill in teaching students to determine if conclusions are based on evidence presented.
- 13.24 Demonstrate skill in teaching students to relate author's conclusions to their own experience and knowledge.
- 13.25 Demonstrate skill in teaching students to recognize propaganda devices.
- 13.26 Demonstrate skill in teaching students to determine adequacy and completeness.
- 13.27 Demonstrate skill in teaching students to determine if information is relevant.

Experience

Lecture/Demo

Lecture/Demo
*Johnson

Lecture
*Robinson, H.

Lecture

Lecture/Demo
Zintz, 254-57

Lecture
*Robinson, H.

Lecture
*Robinson, H.

Criterion (Assessment)

- The teacher will define statements of "fact" and "opinion" and demonstrate teaching this skill with an example.
- Given a selection, the teacher will demonstrate instruction.
- Given a syllogism, the teacher will develop possible Venn diagrams; given a selection from Harris, the teacher will demonstrate instruction.
- Given a selection, the teacher will demonstrate how to relate students' evaluation to their own experience and knowledge.
- The teacher will locate and identify three examples; the teacher will tell how this skill can be taught and practiced.
- Given a selection from Harris, the teacher will demonstrate instruction; the teacher will locate an example to use with students.
- Given a selection from Harris, the teacher will demonstrate instruction; the teacher will locate an example to use with students.

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
13.28 Demonstrate skill in teaching students to determine author's competence.	Lecture McClung	The teacher will state what is involved in this skill and will name sources students can check.
13.29 Demonstrate skill in teaching students to determine currency of material.	Lecture	The teacher will state examples where date is/is not important and will name a selection where the date is relevant.
13.30 Demonstrate ability to prepare reasoning guide for students.	Lecture/Demo Herber, Ch. 7 Carin & Sund, Ch. 7	The teacher will prepare a reasoning guide for use with students in her own content area.

A14.00 Organization of Reading Material

General Objectives:

1. to develop an understanding of the importance of organization when reading;
2. to develop skills in teaching students how to discover and use organization skills as they read.

(II-A-6)

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
14.10 Demonstrate knowledge of external organizational patterns and aids.	Lecture Zintz, Ch. 9 Herber, Ch. 6	The teacher will be able to list external organizational patterns and aids.
14.11 Demonstrate knowledge of special locational aids to be taught.	Lecture Zintz, Ch. 9	Given an example aid, the teacher will identify elements which must be taught.
14.12 Demonstrate knowledge of the elements of the index of a book.	Lecture Frinsko & Drew	The teacher will list the four major items to be taught.
14.13 Demonstrate skill in teaching students to use typographical aids in social studies.	Lecture	The teacher will list the kinds of aids which must be taught.



<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
14.14 Demonstrate skill in teaching students to read graphs, charts, and tables.	Lecture/Demo	The teacher will construct a practice exercise using information from an almanac, graph, or chart.
14.20 Demonstrate knowledge of internal organizational patterns and aids.	Lecture/Discuss. Herber, Ch. 6	
14.21 Demonstrate knowledge of the cause/effect organizational pattern.	Herber, 110-111	The teacher will locate a selection and demonstrate instruction on cause/effect organization.
14.22 Demonstrate knowledge of the comparison/contrast organizational pattern.	Herber, 115	The teacher will locate a selection and demonstrate instruction on comparison/contrast organization.
14.23 Demonstrate knowledge of the time order organizational pattern.	Herber, 113-114	The teacher will locate a selection and demonstrate instruction on time order organization.
14.24 Demonstrate knowledge of the enumerative order organizational pattern.	Lecture/Demo	The teacher will locate a selection and demonstrate instruction on enumerative order organization.
14.25 Demonstrate knowledge of the main idea/detail organizational pattern.	Lecture/Demo	The teacher will locate a selection and demonstrate instruction on main idea/detail organization.
14.30 Demonstrates skill in teaching students to use external organization of reading material.	Lecture/Demo	Using her own content material, the teacher will develop techniques to guide students' understanding of the external organization of material.
14.31 Demonstrate ability to teach the SQ3R approach.	Lecture/Demo Robinson, F.	Given a selection, the teacher will demonstrate this technique.
14.32 Demonstrate ability to teach appropriate skills to use external organization.	Lecture/Discuss. Zintz, 213-233 Estes, I.	Given a selection, the teacher will isolate skills to teach and develop appropriate lessons.

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion ((Assessment))</u>
14.40 Demonstrate skill in teaching students to use the internal organization of reading materials.	Lecture Herber, Ch. 6	Given a selection, the teacher will suggest appropriate teaching techniques.
14.41 Demonstrate skill in preparation of structured overview of beginning concepts.	Demo/Class prac. *Estes, T.	The teacher will prepare a structured overview of her own content area material.
14.42 Demonstrate skill in preparing "maps" of the reading material.	Demo/Class prac. Honf	The teacher will prepare a map of a reading selection from her own content area.
14.43 Demonstrate skill in preparing reading guides for reading assignments.	Demo/class prac.	The teacher will prepare a reading guide from her own content area materials.

* Hand-outs in class



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The following professional periodicals are major tools:

English Journal (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASLCD)
Reading Research Quarterly (IRA)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

<u>Material</u>	<u>Competency Number</u>
Comprehension Skills	9.10
Armstrong, excerpt pp. 84-87	11.10 ff
Estes	12.13
Johnson, excerpt p. 90	13.22 ff
Robinson, excerpt pp. 264-71	13.23 ff

30-503: Diagnostic Techniques for the Reading Specialist

16.00 Background for Diagnostic Techniques

General Objectives:

1. to develop understanding of the range of individual differences and their implications for instruction;
2. to develop skill in interpreting the meaning of reading and test-related terminology;
3. to develop knowledge of current research on promotion/retention, grouping plans, and related efforts to adjust to individual differences.

Competency (Objective)

Experience

Criterion (Assessment)

16.10 Demonstrate understanding of the variation in abilities and achievements in a group.

Lecture
B & T, 45-64

Given a class designation, the teacher will identify the probable range of reading achievement.

16.20 Demonstrate knowledge of major terms used in relation to children.

Lecture
B & T
Harris

Given a child's performance, the teacher will properly identify:
"retarded reader"
"disabled reader"
"underachiever"
"reluctant reader"
"remedial" and "corrective"

16.30 Demonstrate skill in interpreting terms used in testing and research.

Lecture

Given raw data, the teacher will correctly interpret the meaning of:
percentile, mean, standard deviation, standard error, stanine, correlation, statistical significance, grade equivalent, IQ, MA.

16.40 Ways of Adjusting to Individual Differences

16.41 Demonstrate knowledge of philosophical foundation of some plans for adjusting to individual differences.

Lecture
B & T, Chap. 3

Given each of the following plans, the teacher will identify its philosophical basis:
Joplin - type ability/achievement
non-graded heterogeneous
multi-age

Competency (Objective)

16.42 Demonstrate knowledge of research evidence on grouping plans:
Joplin - type
non-graded
multi-age
ability/achievement
heterogeneous

Experience

Lecture
B & T, Chap. 3
Goldberg, Chap. 8

Criterion (Assessment)

Given a plan, the teacher will identify its strengths and weaknesses.
Joplin - type
non-graded
multi-age
ability/achievement
heterogeneous

16.43 Demonstrate knowledge of research evidence on promotion/retention.

Lecture
B & T, Chap. 3

Given descriptions of children, the teacher will recommend promotion/retention and justify her decision based on considerations from research.

17.00 Nature and Causes of Reading Disability

General Objectives

1. to develop knowledge of research on the causes of reading disability;
2. to develop understanding that there is no single cause of reading disability;
3. to develop skill in identifying possible handicapping conditions in children.

Competency (Objective)

17.10 Demonstrate knowledge of research on the relationship to reading of anomalies in vision, hearing, speech, emotional, education, social adjustment, neurology, dominance.

Experience

Lecture
B & T, Chap. 4-6
Durr, Chap. 1
Otto, Chap. 2

Criterion (Assessment)

Given an anomaly, the teacher will indicate its probable effect on reading performance.

The teacher will demonstrate the ability to:

1. select research articles;
2. interpret findings;
3. base conclusions on evidence.

Write a brief critical summary of three research articles on one of these anomalies and report overall conclusion on the subject.

Competency (Objective)

17.20 Demonstrate knowledge of usual symptoms of anomalies of: vision
hearing
emotion

17.21 Demonstrate knowledge of screening tests used for vision and hearing.

17.30 Demonstrate knowledge of evidence in areas related to reading disability: Learning Disorders (LD)
Perceptual Training
Motor Facilitation

18.00 Diagnostic Instruments and Techniques

General Objectives:

1. to develop understanding of diagnostic procedures and their role in instruction;
2. to develop knowledge of the kinds of tests available;
3. to develop skill in evaluating tests;
4. to develop skill in using a test to identify reading level;
5. to develop skill in using a test to identify reading expectancy;
6. to develop skill in testing to identify reading-skill needs.

Competency (Objective)

18.10 Demonstrate knowledge of procedures in diagnosis: level
expectancy
skill needs

18.11 Demonstrate skill in using a screening device for tentative identification of disabled readers.

Criterion (Assessment)

The teacher will list her means of identifying each possible anomaly.

The teacher will distinguish good from poor screening tests and state reasons.

The teacher will identify, on a quiz, the major emphasis and the research findings related to Frostig, Delacato, and Kephart.

(111-3)

Experience

Lecture
B & T, Chap. 4-6

Lecture
B & T, Chap. 4-6

Lecture
Smith, 53-59,
93-99, 105-112
Hammit

Criterion (Assessment)

The teacher will list and explain the purpose of each of the three major steps in diagnosis.

Given class record sheets, the teacher will complete a class analysis form and identify the disabled readers and the retarded readers.

Competency (Objective)

Experience

Criterion (Assessment)

18.20 General Familiarity with Tests

18.21 Demonstrate knowledge of correlates of reading success and weaknesses of pre-reading tests.

Lecture
Farr
Jansky/deHirsch

The teacher will identify the predictive value and limitations of typical pre-reading tests.

18.22 Demonstrate understanding of role of reliability, validity, and sample size in evaluating a test.

Lecture
Buros

Given situations, the teacher will identify where reliability, validity and/or sample size of a test are important.

18.23 Demonstrate knowledge of examples of achievement tests.

Lecture
*Tests for Teachers

The teacher will name three acceptable group achievement tests.

18.24 Demonstrate knowledge of examples of IQ tests.

Lecture
*Tests for Teachers

The teacher will name three acceptable group IQ tests.

18.25 Demonstrate the skill of evaluating tests.

Lecture
Locate and write a critical summary of one test review not found in Buros.

Given information on three tests, the teacher will determine which is best for a purpose also given.

18.26 Demonstrate knowledge of difference in use and accuracy of individual and group tests.

Lecture
Farr
MacGinitie

The teacher will name the major strengths and weaknesses of group vs. individual tests.

18.27 Demonstrate knowledge of current trends in testing: cloze, criterion reference, miscue analysis.

Lecture
Jongsma

The teacher will demonstrate, on a quiz, her knowledge of what these techniques are and their application to diagnosis.



Competency (Objective)

Experience

Criterion (Assessment)

18.30	Diagnosing for Reading Level		
18.31	Demonstrate knowledge of historical and philosophical basis of IRI.	Lecture Durr, 67-83 DeBoer, 100-109 Leibert, 121-133	The teacher will identify the basis and list limitations of IRI.
18.32	Demonstrate ability to construct an IRI.	Lecture/Demo *Sample IRI	The teacher will construct one level of an IRI.
18.33	Demonstrate the skill of administering an IRI.	Lecture/Demo IRI	Given a taped test, the teacher will correctly mark errors and score the child's reading level within half a year.
18.34	Demonstrate the skill of interpreting the IRI.	Lecture IRI	Given the scored IRI, the teacher will interpret it in terms of level and cues to skill needs.
18.35	Demonstrate the skill of administering the Durrell Oral Reading Test	Lecture/Demo Durrell manual	Given a taped test, the teacher will correctly mark errors and score to an accuracy of half a year.
18.36	Demonstrate the skill of interpreting the Durrell Oral test	Lecture/Demo Durrell manual	Given the scored Durrell, the teacher will correctly interpret the results in terms of level and cues to skill needs.
18.37	Demonstrate the skill of administering the Gilmore test.	Lecture/Demo Gilmore manual	Given a taped test, the teacher will correctly mark errors and score the test to an accuracy of half a year.
18.38	Demonstrate the skill of interpreting the Gilmore test.	Lecture/Demo Gilmore manual	Given the scored Gilmore, the teacher will correctly interpret the results in terms of level and cues to skill needs.
18.40	Determining Reading Expectancy		
18.41	Demonstrate knowledge of the basis for expectancy formulas: B & T (2) Harris Monroe	Lecture B & T, 101 Harris, 212-216 Leibert, 113-120	The teacher will use each formula to determine the expectancy for a given child, and will compare results of each formula.



Competency (Objective)

Experience

Criterion (Assessment)

18.42	Demonstrate the skill of using the Harris formula.	Lecture	Given basic information, the teacher will use the appropriate Harris formula to determine the expectancy of a child.
18.43	Demonstrate the skill of administering the Slosson Test (SIT).	Lecture/Demo *Slosson sample	Given a taped test, the teacher will correctly mark and score the SIT to an accuracy of three IQ points.
18.44	Demonstrate the skill of using the Harris formula with the SIT.	Lecture/Demo Slosson results	Given the scored SIT and Harris formula, the teacher will correctly determine the child's expectancy.
18.45	Demonstrate the skill of administering the Durrell Listening Test	Lecture/Demo Durrell test	Given a taped test, the teacher will accurately determine a child's expectancy level to an accuracy of half a year.
18.46	Demonstrate the understanding of the relative merits of formula vs. listening test.	Lecture	The teacher will list the strengths and weaknesses of each.
18.50	Diagnosing Skill Needs		
18.51	Demonstrate the skill of using clues from Durrell, Gilmore or IRI.	Lecture/Demo B & T, Chap. 9	Given marked tests, the teacher will identify skill needs.
18.52	Demonstrate the knowledge of word lists available for diagnosing recognition vocabulary.	Lecture Word Lists: *Horn - 100 *Hillerich - 100 *Hillerich - Starter	Given word lists, the teacher will possess them!
18.53	Demonstrate knowledge of diagnostic tests for decoding skills.	Lecture <u>Tests for Teachers</u>	The teacher will name three diagnostic tests and identify their uses.
18.54	Demonstrate understanding of the difference between testing for encoding or for decoding.	Lecture/Demo *Hillerich Diagnostic Spelling Test	Given directions for a test, the teacher will identify it as a decoding or encoding test.



Competency (Objective)

18.55 Demonstrate the skill of administering the Hillerich "Diagnostic Spelling Test" for reading.

18.60 Diagnosing Advanced Skill Needs

18.61 Demonstrate the skill of using teacher questions.

18.62 Demonstrate the skill of using Reading Skill Lab tests.

Summary of Diagnostic Techniques:

Competency -- Given a completed referral form, the teacher will list the steps she would take to diagnose, i.e., the instruments/methods she would use and the rationale for selecting these particular instruments/methods.

* To be Distributed in Class.

Criterion (Assessment)

The teacher will demonstrate administration of the diagnostic test as a decoding test.

Given a paragraph, the teacher will demonstrate an appropriate question to test comprehension skills.

Given a scored sample test, the teacher will interpret the child's needs.

Experience

Lecture/Demo
Sample test

Lecture/Demo
Review Skill List

Lecture/Demo
*Sample RSL test
and list of
skills.

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- Smith, Helen (ed.). Perception and Reading. Newark: IRA, 1968. (Paper)
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- MacGinitie, Walter (ed.). Assessment Problems in Reading: Newark: IRA, 1973, (Paper) (Paper)
- ** = Text and tests to be used in 30-502.**
- * = Available in bookstore but not required.**

The following professional periodicals are major tools:

- Elementary English (NCTE)
- Reading Teacher (IRA)
- Journal of Reading (IRA)
- Research in Education (ERIC)
- Journal of Learning Disabilities (ASCLD)
- IRA Conference Proceedings since 1955
- Elementary School Journal (U. of Chicago)
- Reading Research Quarterly (IRA)
- Journal of Educational Psychology (APA)

The following materials will be distributed in class:

<u>Material</u>	<u>Competency Number</u>
Class Analysis Form	18.11
<u>Tests for Teachers</u> (Loan Copy only)	18.20
IRI and Directions for Administering	18.32
Sample SIT scoring sheet	18.43
Horn's First Hundred Words	18.52
Hillerich's First Hundred Words	18.52
Hillerich's Starter Words	18.52
Hillerich Diagnostic Spelling Test	18.54
Reading Skills Lab Outline	18.62
Referral Form	Final Summary

Part IV

30-503: Corrective Techniques for the Reading Specialist

19.00 Organizing for Corrective Techniques

General Objectives:

1. to develop understanding of the distinction between "corrective" ("remedial") instruction and good classroom instruction;
2. to develop knowledge of the specialist's role, including the selection and management procedures in a corrective situation;
3. to develop knowledge of common characteristics and needs of disabled readers.

Competency (Objective)

Experience

Criterion (Assessment)

19.10 Demonstrate understanding that corrective instruction is doing "specifically and individually what should have been done before."
 Lecture Harris, Ch. 12
 C. Smith, pp.98-113
 *Clinician's Record
 *Reading Center Log

Given situations, the teacher will identify which are common and which unique to classroom and clinic.

19.20 Demonstrate understanding of the role of the Reading Specialist.
 "
 + Garry

The teacher will develop a schedule for herself for one week's work.

19.21 Demonstrate knowledge of appropriate load and time schedule in a corrective situation.
 "
 "

The teacher will identify on a test appropriate total case load, number/period, length of period, and variety of activities within a given instructional period.

19.22 Demonstrate skill in selecting appropriate children and in establishing priorities for selection.
 "
 "

Given descriptions of children, the teacher will identify priorities for working with them.

19.30 Demonstrate understanding of the importance of success.
 "
 "

The teacher will list at least three ways in which the disabled reader must have been frustrated in the past and how he can meet success.

*Hand-outs

Competency (Objective)

Experience

Criterion (Assessment)

19.31 Demonstrate understanding of parental role with disabled readers.
 of parental role with disabled readers.
 C. Smith, pp.98-113
 *Clinician's Record
 *Reading Center Log

Lecture
 Harris, Ch. 12
 C. Smith, pp.98-113
 *Clinician's Record
 *Reading Center Log

The teacher will name two ways in which he/she can be honest but helpful to parent.

20.00 Working with Disabled Readers who have Decoding Problems

General Objectives:

1. to develop knowledge of basic word lists;
2. to develop knowledge of specific word recognition and word identification techniques;
3. to develop understanding of the role of games and to develop skill in constructing/evaluating them;
4. to develop acquaintance with the Gillingham and Fernald methods.

Competency (Objective)

Experience

Criterion (Assessment)

20.10 Demonstrate knowledge of the distinction between "word recognition" and "word identification."

Lecture

The teacher will define both terms.

20.11 Demonstrate knowledge of basic and derived word lists.

- Lecture
- *Horn 100
- *Hillerich 100
- *Starter Words
- Kucera/Francis
- Carroll, et al
- Dolch 220
- *Phonograms

The teacher will name two basic and two derived lists and state which he/she would use for word recognition.

20.12 Demonstrate understanding of a reasonable-size list for word recognition.

"

The teacher will state approximate size limitation for a useful word recognition instructional list.

20.13 Demonstrate understanding of the role of hardware in a corrective reading center.

Lecture

The teacher will give reasons for and against machines.

20.20 Demonstrate skill in teaching word recognition.

Lecture
 Harris, Ch. 13

The teacher will demonstrate a technique for word recognition.

Competency (Objective)

20.21 Demonstrate skill in teaching word identification when pupil has a phonics problem.

20.22 Demonstrate skill in teaching word identification when pupil fails to use context.

20.30 Demonstrate understanding of the role of games.

20.31 Demonstrate skill in evaluating.

20.40 Demonstrate acquaintance with the Gillingham method.

20.50 Demonstrate acquaintance with the Fernald method.

21.00 Determining Readability

General Objectives:

1. to develop understanding of the general principles and weaknesses of readability formulas;
2. to develop skill in using the Spache and Dale-Chall formulas;
3. to acquaint teachers with the process of selecting re-writing material for disabled readers.

Experience

Lecture
Videotape
Harris, Ch. 14

"

Lecture

Lecture
Assignment

Lecture
Gillingham

Lecture
Fernald

Criterion (Assessment)

The teacher will demonstrate:
a. minimal pairs
b. blending
c. auditory practice
d. checking with word introduction technique

The teacher will demonstrate:
a. oral context
b. cloze

The teacher will define the type of game and limit its use to purpose of variety in a session.

The teacher will make or locate a game and evaluate it for skill purpose, ease of mechanics, and appeal.

The teacher will state the philosophy and general approach of the Gillingham method.

The teacher will state the philosophy and general emphasis of the Fernald method.

Competency (Objective)

21.10 Demonstrate understanding of the principles of readability formulas.

Experience

Lecture
Gilliland
McLaughlin
Gunning
*Fry
*Maginnis

Criterion (Assessment)

Teachers, as a group, will apply and compare formulas to a sample selection.

21.20 Demonstrate skill in using the Space and Dale-Chall formulas.

Lecture
*Spache
Dale-Chall
Assignment

The teacher will select an appropriate newspaper or magazine article for a seventh grader reading at 2.5, apply the Dale-Chall to determine readability, re-write to an approximate second grade level, and check readability of re-write with the Spache formula.

(IV-4)

21.30 Demonstrate skill in selecting and re-writing material from an intermediate (or higher) level to primary level.

"

22.00 High Interest, Low Vocabulary Materials

General Objectives:

1. to provide teachers with sources of high interest, low vocabulary materials;
2. to develop knowledge of representative books for different reading and interest levels;
3. to develop understanding of the role of high interest, low vocabulary materials in corrective reading.

Competency (Objective)

22.10 Demonstrate knowledge of example materials for different levels.

Experience

Lecture
*Hi/Lo Lists:
Primary
Intermediate
Junior High
*RSL Outline
Examine books in
Reading Center

Criterion (Assessment)

The teacher will name an example series/title for a given child.

Competency (Objective)

Experience

Criterion (Assessment)

22.20 Demonstrate knowledge of the role of high interest, low vocabulary materials.

The teacher will name and define two functions of the materials.

23.00 Working with Disabled Readers who have Advanced-Skill Needs

General Objectives:

1. to develop understanding of some methods used in advanced-skill development;
2. to develop understanding of some of the attitudes to be developed with older disabled readers.

Competency (Objective)

Experience

Criterion (Assessment)

23.10 Demonstrate skill in word introduction at dictionary level.

Lecture

The teacher will demonstrate how to introduce a word from hi/low material.

23.11 Demonstrate skill in teaching a sample dictionary skill.

Lecture
Videotape
Harris, Ch. 15-16

The teacher will describe or demonstrate the skill.

23.12 Demonstrate skill in teaching a sample literal skill.

"

The teacher will describe or demonstrate the skill.

23.13 Demonstrate skill in teaching a sample inferential skill.

"

The teacher will describe or demonstrate the skill.

23.14 Demonstrate skill in teaching a sample study skill.

"

The teacher will describe or demonstrate the skill.

23.20 Demonstrate understanding of the importance of responsibility in the child.

Lecture
Videotape

The teacher will describe how the child can share in responsibility.

Competency (Objective)

23.21 Demonstrate understanding of the maturity of the older disabled reader.

Experience

Lecture
Videotape

Criterion (Assessment)

On a list, the teacher will check appropriate and inappropriate activities for older disabled readers.

23.30 Demonstrate understanding of role of rate in corrective instruction.

Lecture
Harris, Ch. 18

The teacher will respond on a test.

24.00 Basal Materials

General Objectives:

1. to develop guidelines to assist the Reading Specialist in her leadership role in evaluating and selecting school reading programs;
2. to develop some understanding of currently available standard materials.

Competency (Objective)

24.10 Demonstrate knowledge of principles involved in selection of a basal program.

Experience

Lecture
Hillerich

Criterion (Assessment)

The teacher will list procedures he/she would use as a Reading Committee Chairman.

24.20 Demonstrate understanding of the major emphasis in some basal programs.

Lecture
*List

The teacher will name and state a major point about three basal programs.

25.00 Evaluating and Reporting Progress

General Objectives:

1. to develop understanding of ways of evaluating success in a corrective situation;
2. to develop understanding of the method of reporting to parents and schools in the Reading Center.

Competency (Objective)

25.10 Demonstrate skill in evaluating the success of a program.

Experience

Lecture
Farr, pp. 151-2

Criterion (Assessment)

Given data on three samples, the teacher will evaluate "success."

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
25.11 Demonstrate understanding of the limitations to success in corrective treatment.	Lecture Muehl & Fortell	On a test, the teacher will identify findings of research regarding follow-up studies.
25.20 Demonstrate understanding of items reported to parents and school in the Reading Center.	Lecture *Report forms: Parent School	In the practicum, the teacher will write two reports to parents and two to school.
Culmination: Given a sample referral, the teacher will outline procedures he/she would follow in the first two sessions in working with that child.		

References

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- Durr, William (ed.). Reading Difficulties: Diagnosis, Correction, and Remediation. Newark: IRA, 1970. (Paper)
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- Fernald, Grace. Remedial Techniques in Basic School Subjects. New York: McGraw Hill, 1943.
- Garry, V. V. "Competencies that Count among Reading Specialists," Journal of Reading, May, 1974, 608-13.
- Gilliland, John. Readability. London: University of London Press, (Distributed by IRA), 1972.
- Gillingham, Anna. Remedial Training. Cambridge Educators Publishing Service, 1970 (Eighth Edition)
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- # Harris, Albert. How to Increase Reading Ability. New York: McKay. 1970. (Fifth Edition)
- _____. Casebook on Reading Disability. New York: McKay, 1970 (Paper)
- Harris, Larry and Carl Smith. Reading Instruction Through Diagnostic Teaching. New York: Holt. 1972.
- Hillerich, Robert. "So You're Evaluating Reading Programs," Elementary School Journal, October, 1974.
- McLaughlin, G. Harry. "SMOG Grading--A New Readability Formula," Journal of Reading. May, 1969, p. 639.
- Muehl, Siegmund and Elizabeth Fortell. "A Follow-up Study of Disabled Readers," Reading Research Quarterly, Vol. IX, #1. 1963-74, 110-123.
- Smith, Carl B. Treating Reading Difficulties. (OE-30026) Washington: Government Printing Office, 1970.
- Smith, Frank. Understanding Reading. New York: Holt, 1971.
- Spache, George. Good Reading for Poor Readers. Champaign: Garrard, (current edition) (Paper)
- Wilson, Robert. Diagnostic and Remedial Reading for Classroom and Clinic. Columbus: Charles Merrill, 1972. (Second Edition)
- # = Texts to be used in 30-503.

The following professional periodicals are major tools:

Elementary English (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASLCD)
Elementary School Journal (U. of Chicago)
Reading Research Quarterly (IRA)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

<u>Material</u>	<u>Competency Number</u>
Clinician's Record	19.10
Reading Center Log	19.10
Horn's First 100 Words	20.11
Hillerich's First 100 Words (Inflected)	20.11
Hillerich's First 100 Words (Lexical)	20.11
Hillerich's Starter Words	20.11
Phonograms	20.11
Fry's "Graph for Estimating Readability"	21.10
Maginnis' Extension of Fry's Graph	21.10
Spache Readability Formula	21.20
High Interest, Low Vocabulary Books for Primary	22.10
High Interest, Low Vocabulary Books for Intermediate	22.10
High Interest, Low Vocabulary Books for Junior High	22.10
Reading Skills Lab Outline	22.10
List of Basal Readers	24.20
Report to Parents	25.20
Report to School	25.20

Part V

30-592 : Practicum for Reading Specialists

General Objective: The Reading Specialist will demonstrate ability to apply knowledge, understanding, and skills developed in Parts I-IV of the specialist sequence.

<u>Competency (Objective)</u>	<u>Experience</u>	<u>Criterion (Assessment)</u>
26.00 Demonstrate skill in diagnosing the disabled reader's level, skill needs and potential.	Seminars Demonstrations Videotapes Conferences	With assigned child, the Reading Specialist will accurately select, administer, and interpret tests.
27.00 Demonstrate ability to plan for required instruction.	"	With assigned child, the Reading Specialist will maintain a daily log of plans and their effectiveness.
28.00 Demonstrate ability to teach required skills.	"	With assigned child, the Reading Specialist will teach skills. (Effectiveness checked through log, conference, observation.)
29.00 Demonstrate ability to communicate to parents and school.	"	The Reading Specialist will write two quarterly reports to both parents and school.