

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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- (2) Selects stories from basal readers, trade books, etc. that are suitable for teaching this skill.
- (3) Confers with master teacher for ideas.

Additional Activities:

Postassessment

The student will implement one lesson that teaches pupils to predict outcomes in literary material.

Specific Objective

- 4. The student will help pupils to identify the following types of organizational patterns found in written material:
  - comparison-contrast
  - cause-effect
  - time relationships
  - classification & categorization

Learning Activities

- (1) Sourcebooks:
  - Fenderson, "Comprehension Skills," Card CS 10
  - Greff, pp. 98-102
  - Herr, Chapter 32, "Perceiving Relationships"



Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Mallett, Interpretive Comprehension

McGuire, Skillpacks A-3, B-2

Pierros, "Word Power" (classifying & categorizing words)

Schubert (Book V), Games 31-33

Wisconsin Design: Comprehension, Level C-Skill 3

- (2) Observe master teacher implement demonstration lesson.
- (3) Plan lessons with master teacher.

Additional Activities:

Postassessment

The student will conduct two activities that involve the teaching of organizational skills.

_____	_____
_____	_____



Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Specific Objective

5. The student will demonstrate skill in showing pupils how to interpret the mood, feelings and attitudes of characters in a story.

Learning Activities

- (1) Sourcebooks:

Greff, pp. 109-111

Mallett, Interpretive Comprehension

- (2) Refer to Teacher's manuals of basal readers.
- (3) Plan lessons with master teacher.

Additional Activities:

Postassessment

The student will teach one lesson that involves the interpretation of the mood, feelings or attitudes of characters in a story.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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General Objective

- C. Demonstrates competence in teaching the tasks of critical reading.

Specific Objective

1. The student will guide pupils in the identification of statements of facts and opinions in their reading.

Learning Activities

- (1) Sourcebooks:

Barnes and Burgdorf, Book 1, p. 75; Book 2, p. 75;  
Book 3, p. 72

Mallett, Critical Reading

Wisconsin Design: Study Skills, Level D-Skill 14

- (2) Refer to workbooks and teacher's manuals of basal readers.  
(3) Observe lesson taught by master teacher.  
(4) Plan lesson with cooperating teacher or other classroom teacher.

Additional Activities:

Objectives  
Attainable  
in Assigned  
Classroom

Objectives  
Attainable  
Outside of  
Assigned  
Classroom

Dates  
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Forms  
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Postassessment

The student will teach one lesson to a group of pupils related to distinguishing statements of fact from statements of opinion.

Specific Objective

2. The student will aid pupils in differentiating between relevant and irrelevant information in written material.

Learning Activities

- (1) Sourcebooks:

Barnes & Burdorf, Book 1, p. 71; Book 3, pp. 73-74

McGuire, Skillpack C-3

Wisconsin Design: Study Skills, Level D-Skill 13

- (2) Observe master teacher implement demonstration lesson.

- (3) Confer with cooperating teacher for teaching ideas related to this skill.

Additional Activities:

Objectives  
Attainable  
in Assigned  
Classroom

Objectives  
Attainable  
Outside of  
Assigned  
Classroom

Dates  
of  
Attain-  
ment

Forms  
of  
Assess-  
ment

Postassessment

The student will plan and implement one lesson that shows pupils how to differentiate between relevant and irrelevant information in written material.

Specific Objective

3. The student will teach pupils to identify following types of propoganda techniques:

- testimonial approach
- bandwagon appeals
- transfer approach
- glad naming or glittering generalities
- bad naming or false generalizations
- card stacking approach

Learning Activities

(1) Sourcebooks:

Mallett, Critical Reading

(2) Develop lesson plans based on the use of guiding questions such as:

- What important information should we have before buying a product or taking an action such as that suggested in the ad?
- Who is trying to convince us to do what?
- What important information is given?

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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- What special propoganda techniques have been used to increase the appeal of the giver. information?

- (3) Organize committees of students to find illustrations of propoganda techniques in newspapers, magazines, etc.
- (4) Prepare bulletin board displays of different propoganda techniques.
- (5) Confer with master teacher.

Additional Activities:

Postassessment

The student will implement one lesson that demonstrates the teaching of a propoganda technique.

Specific Objective

- 4. The student will help pupils make judgements about material that is read.

Learning Activities

- (1) Source:books:

Herr, Chapter 29

McGuire, Skillpacks D-1, D-2

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Mallett, Critical Reading

- (2) Plan activities related to selecting criteria for making certain judgments, e.g. criteria for buying a new bicycle.
- (3) Observe master teacher conduct demonstration lesson.

Additional Activities:

Postassessment

The student will prepare and implement an activity that shows pupils how to make judgments about material that is read.

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Additional objectives not listed:



REFERENCES FOR MODULE III:

DEVELOPING COMPREHENSION SKILLS

Prerequisite Objectives

- Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa:  
Wm. C. Brown Company, Publishers.  
(pp. 24-25)
- Karlin, Robert. Teaching Elementary Reading: Principles and Strategies  
(Second Edition). New York: Harcourt Brace Jovanovich, Inc., 1975.  
(Chapter 6)
- Spache, G.D. & Spache, E.B. Reading in the Elementary School. Boston:  
Allyn and Bacon, Inc., 1973.
- Lecture presentation on audio tape "An Introduction to Comprehension Skills".  
(Refer to listening guide on pp. 6.6-6.7 in Stieglitz/Rude Handbook  
and copy of exercise entitled "Seagulls").

Objectives for Student Teaching

- Barnes, D.L. and Burgdorf, A.B. Study Skills for Information Retrieval  
Books 1,2,3 and 4. Boston: Allyn and Bacon, Inc., 1974.
- Dale, E. and O'Rourke, J. Techniques of Teaching Vocabulary. Palo Alto,  
California: Field Educational Publications, Inc., 1971.
- Dorsey, Mary E. Reading Games and Activities. Belmont, California:  
Lear Siegler, Inc./Fearon Publishers, 1972.
- Fenderson, Julia K. The Reading Box: 150 Reading Games and Activities.  
Educational Insights, Inc., 1972.  
(box of activity cards)
- Greff, K.N. and Askov, E.N. Learning Centers: An Ideabook for Reading  
and Language Arts. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974.
- Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa:  
Wm. C. Brown Company, Publishers.
- McGuire, Marion L. and Bumpus, Margerite J. Croft Skillpack: Reading  
Comprehension. New London, Connecticut: Croft Educational Services.  
Inc., 1973.  
(pamphlets with ideas)

- Mallett, J.J. Reading Skills Activity Cards: Creative Reading.  
New York: The Center for Applied Research in Education, Inc., 1975.  
(packet of activity cards)
- Mallett, J.J. Reading Skills Activity Cards: Critical Reading.  
New York: The Center for Applied Research in Education, Inc., 1975.  
(packet of activity cards)
- Mallett, J.J. Reading Skills Activity Cards: Interpretive Comprehension.  
New York: The Center for Applied Research in Education, Inc., 1975.  
(packet of activity cards)
- Mallett, J.J. Reading Skills Activity Cards: Literal Comprehension.  
New York: The Center for Applied Research in Education, Inc., 1975.  
(packet of activity cards)
- Pierros, B. How to Create Reading Skill Centers. Carson, California:  
Educational Insights, Inc., 1975.  
(box of activity cards)
- Russell, D.H. and Karp, E.E. Reading Aids Through the Grades: Three  
Hundred Developmental Activities. New York:  
Teachers College Press. 1951.
- Schubert, D.G. Reading Games That Teach Book III: Word Recognition.  
Monterey Park, California: Creative Teaching Press, Inc., 1969.
- Schubert, D.G. Reading Games That Teach. Book V: Comprehension.  
Monterey Park, California: Creative Teaching Press, Inc., 1971.
- Sciara, F.J. and Walter, R.B. Reading Activities with the Tape Recorder.  
Dansville, N.Y.: The Instructor Publications, Inc., 1973.
- Wisconsin Design for Reading Skill Development: Teacher's Resource File-  
Word Attack. Minneapolis: National Computer Systems, Inc., 1972.
- Wisconsin Design for Reading Skill Development: Teacher's Resource File-  
Comprehension. Minneapolis: National Computer Systems, Inc., 1974.  
(folders with teaching suggestions)

#### Grade Levels of WDRSD

- Level A - Kindergarten
- Level B - Grade 1
- Level C - Grade 2
- Level D - Grade 3
- Level E - Grade 4
- Level F - Grade 5
- Level G - Grade 6

**MODULE IV: WORK-STUDY SKILLS**

PREREQUISITE OBJECTIVES FROM UNDERGRADUATE  
READING METHODS COURSE\*

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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The student will demonstrate an understanding of the basic work-study skills that are needed to achieve independent reading habits: location of information, use of graphic aids, following directions, etc.

SS-Opt-1

The student will demonstrate an understanding of the different levels of comprehension and the specific types of skills that apply to each level.

- literal
- interpretive
- critical

COM-R-1

The following objective is prerequisite to competencies listed in IV-F:

The student will conduct a directed reading activity (DRA) with a group of children using a selection from a basal reader or other source of written material.

ER-R-4

\* Suggested learning activities for each objective can be found in: Stieglitz, Ezra L. and Rude, Robert T. Methods and Materials in Teaching Reading: A Competency-Based Approach (Second Edition) Providence, R.I.: Rhode Island College, 1975.



Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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OBJECTIVES FOR STUDENT TEACHING

General Objective

- A. Displays competence in teaching pupils to locate information in a book.

Specific Objective

1. The student will guide pupils in the use of a table of contents, an index, and certain headings found in books.

Learning Activities

- (1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 38-44;  
Book 2, pp. 36-39; Book 3, pp. 27-29

Dorsey, p. 107

Griffero, Reference Tools and Study Skills  
pp. 8, 8a

Herr, Chapter 5, "Becoming Acquainted with  
the Book", Chapter 26 "Locating Information"

Polette, Library Skills for Primary Grades

Polette, Basic Library Skills

Wisconsin Design: Study Skills, Level C-  
Skill 10; Level D-Skills 7,9; Level E-  
Skills 8, 10

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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- (2) Study basal workbook and skillbook manuals for ideas and activities.
- (3) Observe master teacher conduct demonstration lessons.

Additional Activities:

Postassessment

The student will organize and implement two activities that show children how to make use of the parts of a book.

General Objective

- B. Shows competence in instructing pupils in the use of dictionaries and glossaries.

Specific Objective

- 1. The student will show pupils how to place letters of the alphabet and words in proper alphabetical order.

Learning Activities

- (1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 1-9;  
Book 2, pp. 1-2; Book 3, pp. 1-2

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Herr, Chapter 4, "Alphabetizing"

Pierros, ABC 3

Schubert (Book IV), Games 33-36

Wisconsin Design: Study Skills, Level C-Skill 11; Level D-Skill 10; Level F-Skill 9

- (2) Prepare a bulletin board display that demonstrates the use of this skill.
- (3) Observe classroom teacher or peer demonstrate techniques for teaching alphabetical order.

Additional Activities:

Postassessment

The student will demonstrate the teaching of letter placement (e.g. l, m, n) and word placement (e.g. bed, cat, dime) by conducting two formal lessons involving alphabetical order skills.

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Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Asses- ment
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Specific Objective

2. The student will direct pupils to use guide words for speed and efficiency of word location in the dictionary.

Learning Activities

- (1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 10-37; Book 2, pp. 1-35; Book 3, pp. 1-26

Fenderson, "Dictionary & Reference Skills" Cards DRS 3-6

Griffero, Basic Dictionary Skills, pp. 1, 1a, 1b

Herr, Chapter 5 "Dictionary Usage"

Wisconsin Design: Study Skills, Level D-Skill 11; Level E-Skill 12

- (2) Observe master teacher demonstrate lessons.
- (3) Plan lessons with other student teachers.

Additional Activities:

Postassessment

The student will conduct one lesson with a group of pupils that demonstrates the use of guide words.



Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Specific Objective

3. The student will teach pupils to use the symbol systems used in the dictionary: pronunciations key, language abbreviations, and meaning aids.

Learning Activities

- (1) Sourcebooks:

Barnes & Burgdorf (Same as for Objective IV-A-2)

Dale, Unit 13

Fenderson, "Dictionary and Reference Skills,"  
Cards DRS 7-8

Griffero, Basic Dictionary Skills

Wisconsin Design: Study Skills, Level F-Skill 8

- (2) Refer to skill workbooks and skill sections in classroom dictionaries for ideas.
- (3) Obtain suggestions from classroom teacher and reading teacher.

Additional Activities:

Postassessment

The student will implement one lesson that demonstrates the teaching of a specific symbol system used in the dictionary.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- men	Forms of Assess- ment
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Specific Objective

4. The student will teach pupils to use the dictionary to check the meanings and spellings of words as needed.

Learning Activities

- (1) Sourcebooks:

Barnes and Burgdorf (same as for Objective IV-A-2).

Dale, Unit B'

Griffero, Basic Dictionary Skills

Wisconsin Design: Study Skills, Level D-Skill 8;  
Level E-Skill 9

- (2) Refer to skill workbooks and skill sections in classroom dictionaries for ideas.

- (3) Observe master teacher conduct demonstration lesson.

Additional Activities:

Postassessment

The student will implement two activities that involve using the dictionary to check the meanings and spellings of words as needed.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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General Objective

C. Demonstrates skill in guiding pupils to read and utilize maps, graphs, tables, and charts as aids to comprehension.

Specific Objectives

1. The student will direct pupils in learning to read maps including such skills as:
  - Identifying natural features
  - Knowing technical vocabulary used for features and symbols
  - Identifying physical and political divisions
  - Recognizing different symbols for topography, polar regions, crops, rainfall, etc.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 62-65;  
Book 2, pp. 58-65; Book 3, pp. 51-60

Herr, Chapter 30, "Map Reading"

Search Visuals 3 and 4

Wisconsin Design: Study Skills, Level A-Skills 1,2,3;  
Level B-Skills 1,2,3; Level C-Skills 1,2,3,4,5;  
Level D-Skills 1,2,3; Level E-Skills 1,2,3;  
Level F-Skills 1,2,3,4; Level G-Skills 1,2,3,4



Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
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- (2) Plan a lesson that involves a field trip.
- (3) Develop sets of overhead transparencies for use in map reading lessons.
- (4) Obtain suggestions from classroom teacher and reading teacher.

Additional Activities:

Postassessment

The student will prepare and implement two lessons that involve the teaching of a specific map reading skill.

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Specific Objective

- 2. The student will guide pupils to interpret graphs, tables, and charts.

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Learning Activities

- (1) Sourcebooks:

Barnes & Burgdorf, Book 1, pp. 66-68;  
 Book 2, pp. 58 -65; Book 3, pp. 51-60

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Search Visual 1 "Reading Charts & Tables" and  
Search Visual 2 "Reading Graphs "

Wisconsin Design: Study Skills, Level B-Skill 4;  
Level C-Skills 6,7,8,9; Level D-Skills 4,5,6;  
Level E-Skills 4,5,6,7; Level F-Skills 5,6;  
Level G-Skills 5,6,7

- (2) Refer to math texts and workbooks for additional suggestions.
- (3) Observe demonstration lessons by master teacher.

Additional Activities:

Postassessment

The student will prepare and implement one activity that involves guiding a group of pupils to read and utilize graphs, tables or charts.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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General Objective

D. Demonstrates competence in teaching pupils to utilize productive techniques for organizing and retaining significant information.

Note: The following specific objective in Module III: Developing Comprehension Skills is prerequisite:

The student will help pupils to identify the following types of organizational patterns found in written material:

- comparison - contrast
- cause-effect
- time relationships
- classification and categorization

Specific Objective

1. The student will display competence in having pupils write summaries.

Learning Activities

(1) Plan activities for pupils that involve:

- Selecting the best summary from a series of summaries
- Noting how various writers introduce topics or summary ideas
- Summarizing a message to be sent by telegram
- Writing headlines
- Writing summaries of stories read

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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- (2) Confer with master teacher for additional ideas.
- (3) Observe demonstration lesson.

Additional Activities:

Postassessment:

The student will display competence in having pupils write summaries by implementing one of the activities listed above.

Specific Objective

- 2. The student will show pupils how to make outlines as a means of summarizing information.

Learning Activities

- (1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 76-77;  
Book 2, pp. 72-74; Book 3, pp. 65-68

Griffero, Reference Tools and Study Skills,  
pp. 11, 11a, 11b, 11c

Wisconsin Design: Study Skills, Level F-Skill 11  
Level G-Skill 10

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Additional Activities:

Postassessment

The student will prepare and implement one lesson related to the teaching of outlining skills.

Specific Objective

3. The student will help pupils to select and organize information for reporting purposes.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 69-80;  
Book 2, pp. 66-80; Book 3, pp. 61-80

Crawford, pp. 37-44

Griffero, Reference Tools and Study Skills,  
pp. 10, 10a, 10b, 12a, 12b, 12c

Wisconsin Design: Study Skills, Level D-Skills 12,13;  
Level E-Skills 14,16; Level F-Skill 12



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- (2) Identify topics for investigation by pupils.
- (3) Organize pupils into project teams.
- (4) Plan activities with cooperating teacher.

Additional Activities:

Postassessment

The student will guide a pupil or group of pupils in preparing an oral or written report based on the selection and organization of information from a variety of sources.

General Objective

1. Teaches pupils to locate materials on varied subjects in the library.

Specific Objective

1. The student will help pupils understand the classification scheme needed to locate books in the library.

- Dewey Decimal System
- Card catalog

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Books 1 and 2,  
"Using the Library"; Book 3, "Finding  
Information in the Library"

Polette, Library Skills for Primary Grades

Polette, Basic Library Skills

Wisconsin Design: Study Skills, Level E-Skill 13;  
Level F-Skill 10; Level C-Skill 9

- (2) Visit the library with a group of pupils.
- (3) Confer with school librarian.
- (4) Observe demonstration lesson conducted by  
master teacher.

Additional Activities:

Postassessment

The student will present a group of pupils with  
two lessons related to the use of the Dewey  
Decimal System and/or the card catalog.

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Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Specific Objective

2. The student will teach pupils to use the encyclopedia, atlas, almanac, and other sources of specialized and/or current information.

Learning Activities

- (1) Sourcebooks:

Barnes & Bergdorf, Bpok 1, pp. 45-47;  
Book 2, pp. 40, 42, 52, 54; Book 3, pp. 40-42, 45-46; 48-50

Fenderson, Cards DRS 10-16

Griffero, Reference Tools and Study Skills, pp. 3, 3a, 4, 4a, 5, 6, 6a, 7, 7a, 7b

Wisconsin Design: Study Skills, Level E-Skills, 11, 15

- (2) Point out location of sources of information in the library for pupils.
- (3) Plan activities with librarian or master teacher.

Additional Activities:

Postassessment

The student will implement a lesson that shows pupils how to use at least one special source of information.

Objectives  
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Objectives  
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Specific Objective

3. The student will direct pupils to locate needed material in magazines through the use of the Reader's Guide to Periodical Literature.

Learning Activities

- (1) Sourcebooks:

Barnes and Burgdorf, Book 3, p. 43

Wisconsin Design: Study Skills, Level G-Skill 8

- (2) Observe demonstration lesson conducted by librarian or master teacher.

Additional Activities:

Postassessment

The student will teach one lesson on the use of the Reader's Guide to Periodical Literature.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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General Objective

F. Demonstrates skill in integrating the teaching of reading skills and content in science, social studies, math, etc.\*

The following references will provide you with additional ideas for teaching lessons in this area:

Clymer, Read Better-Learn More (Books A, B. & C)

Mallett, Reading in the Content Areas

Specific Objective

1. The student will understand the relationship between reading instruction and instruction in the content areas.

Learning Activities

1. Professional References:

Burmeister, pp. 80-84

Davis, "High School and College Instructors Can't Teach Reading? Nonsense! (handout)

Herber, Chapter 2, "Instructional Provisions" (handout)

- (2) Discuss role of reading in content area instruction with reading resource teacher.

- (3) Complete "Reaction Guide" to readings (handout).

\*Objectives IV-F-1 to IV-F-4 should be attained in sequential order.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Additional Activities:

Postassessment

The student will respond to the items on the "Reaction Guide" by:

- participating in small group discussion with other student teachers
- or
- completing his reactions in written form

Specific Objective

2. The student will describe and implement techniques for developing word analysis skills and enhancing vocabulary pertinent to content area readings.

Learning Activity

Experience Teacher Idea Packet (TIP) entitled Making Assignments More Meaningful

Additional Activities:

Postassessment

The student will prepare students for a subject area lesson and include the preteaching of key vocabulary as part of making the assignment more meaningful.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Specific Objective

3. The student will provide descriptions of the various comprehension skills and demonstrate how a specific skill can be integrated into the teaching of a content area lesson.

Learning Activities

- (1) Professional Literature:

Burmeister, pp. 80-84

Olson & Ames, Chapter 7

- (2) Refer to references for prerequisite objectives listed at end of Module III.
- (3) Review lecture presentation on audio tape entitled "An Introduction to Comprehension Skills".
- (4) Complete TIP entitled Using Reading Guides to Develop Comprehension Skills in the Content Areas.

Additional Activities:

Postassessment

The student will implement one activity that demonstrates the teaching of a specific comprehension skill in a content area lesson.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Specific Objective

4. The student will apply the structure of a directed reading activity (DRA) to the implementation of a content area lesson.

Learning Activities

- (1) Professional References:

Olson & Ames, "The Directed Lesson"  
pp. 118-124, 128-129

- (2) Refer to Objective BR-R-4 for information on the DRA in the Stieglitz/Rude Handbook.
- (3) Refer to assessment guide for implementing a DRA.

- (4) Experience TIP entitled Applying the Directed Reading Activity to a Content Area Lesson.

Additional Activities:

Postassessment

The student will use a directed reading activity to implement one content area lesson.



Objectives  
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General Objective

- G. Trains pupils to vary reading rate according to the purpose for reading and the difficulty of the material.

Specific Objective

1. The teacher will direct pupils to adjust speed in reading to the purpose by teaching them to skim and scan printed matter.

Learning Activities

- (1) Sourcebooks:  
Fenderson, "Speed Reading"
- (2) Refer to handout on skimming and scanning.
- (3) Confer with cooperating teacher or other classroom teacher.

Additional Activities:

Postassessment

The student will implement one lesson related to either skimming or scanning printed material.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain- ment	Forms of Assess- ment
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Specific Objective

2. The student will teach pupils to use a slower rate with more difficult materials and a higher rate with easier materials.

Learning Activities

- (1) Sourcebooks:  
Fenderson, "Speed Reading"
- (2) Examine mechanical devices used to increase reading rate.
- (3) Confer with cooperating teacher or other classroom teacher.

Additional Activities:

Postassessment

The student will teach one lesson related to the development of flexible reading rates.

Additional objectives not listed:



## REFERENCES FOR MODULE IV:

### STUDY SKILLS

#### Prerequisite Objectives

- Dallmann, M., Rouch, R., Chang, L.; and Deboer, J. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1974.  
(Chapter 8A)
- Harris, L.; and Smith, C. Reading Instruction Through Diagnostic Teaching. New York: Holt, Rinehart, and Winston, Inc., 1972.  
(Chapter 16)

#### Objectives for Student Teaching

- Barnes, D.L. and Burgdorf, A.B. Study Skills for Information Retrieval (Books 1,2,3 and 4). Boston: Allyn and Bacon, Inc., 1974.
- Burmeister, Lon E. Reading Strategies for Secondary Teachers. Reading, Massachusetts: Addison-Wesley Publishing Co., Inc. 1974.
- Dale, E. and O'Rourke, J. Techniques of Teaching Vocabulary. Palo Alto, California: Field Educational Publications, Inc., 1971.
- Davis, Stanley E. "High School and College Instructors Can't Teach Reading? Nonsense! in Detection and Correction of Reading Difficulties (Emerald Dechant, ed.) New York: Appleton-Century-Crofts, 1971.
- Dorsey, Mary E. Reading Games and Activities. Belmont, California: Lear Siegler, Inc./ Fearon Publishers, 1972.
- Fenderson, Julia K. The Reading Box: 150 Reading Games and Activities. Carson, California: Educational Insights, Inc., 1972.  
(box of activity cards)
- Griffero, G.A. Basic Dictionary Skills. St. Louis: Milliken Publishing Co., 1973.(ditto masters & overhead transparencies)
- Griffero, G.A. Reference Tools and Study Skills. St. Louis: Milliken Publishing Company, 1972.(ditto masters & overhead transparencies)
- Herber, Harold L. "Chapter 2: Instructional Provisions," in Teaching Reading in Content Areas. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.
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- Mallett, J.J. Reading Skills Activity Cards: Reading in the Content Areas. New York: The Center for Applied Research in Education, Inc. 1975.  
(packet of activity cards)

- Olson, A.V. and Ames, W.S. Teaching Reading Skills in Secondary Schools. Scranton, Pa.: Intext Educational Publishers, 1972.
- Pierros, B. How to Create Reading Skill Centers. Carson, California: Educational Insights, Inc., 1975. (box of activity cards)
- Polette, N. Basic Library Skills. St. Louis: Milliken Publishing Company, 1971. (ditto masters and overhead transparencies)
- Polette, N. Library Skills for Primary Grades. St. Louis: Milliken Publishing Company, 1973. (ditto masters & overhead transparencies)
- Schubert, D.G. Reading Games That Teach. Book IV: Word Attack Skills. Monterey Park, California: Creative Teaching Press, Inc., 1971.
- Search Visuals 1: Reading Charts and Tables. New York: Scholastic Book Services, Inc., 1974. (ditto masters and overhead transparencies)
- Search Visuals 2: Reading Graphs. New York: Scholastic Book Services, Inc., 1974. (ditto masters & overhead transparencies)
- Search Visuals 3: Reading Maps, Volume One. New York: Scholastic Book Services, Inc., 1974. (ditto masters & overhead transparencies)
- Search Visuals 4: Reading Maps, Volume Two. New York: Scholastic Book Services, Inc., 1974. (ditto masters & overhead transparencies)
- Wisconsin Design for Reading Skill Development: Teacher's Resource File-Study Skills. Minneapolis: National Computer Systems, Inc., 1973. (folder with teaching suggestions)

#### Grade Levels of WDRSD

- Level A - Kindergarten
- Level B - Grade 1
- Level C - Grade 2
- Level D - Grade 3
- Level E - Grade 4
- Level F - Grade 5
- Level G - Grade 6

Teacher Idea Packet: Applying the Directed Reading Activity to a Content Area Lesson.

Teacher Idea Packet: Making Assignments More Meaningful.

Teacher Idea Packet: Using Reading Guides to Develop Comprehension Skills in the Content Areas.