

Resources for
DEVELOPING COLLEGE COURSES
on Early Language and Literacy



2007

Connecticut State Department of Education
State Education Resource Center

Project STARS: Striving to Achieve Reading Success
Connecticut's Early Childhood Educator Professional Development Initiative
A Project Funded by the U.S. Department of Education



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**Project
STARS**
Striving to Achieve Student Success

Resources for Developing College Courses on Early Language and Literacy

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FOREWORD

The ability to speak clearly and articulately, to understand the meanings of words, to read and comprehend text, to spell, and to write: these skills equip children for the complex learning tasks associated with success in school. Informed teaching in the early years will help to ensure that children acquire these critically important language and literacy skills in a timely, efficient, and meaningful manner.

The Connecticut State Department of Education is committed to making available to educators the tools and training they need to provide children with informed instruction. I enthusiastically endorse this document that will guide higher education faculty in planning early language and literacy courses. *Resources for Developing College Courses on Early Language and Literacy* reflects the national emphasis on providing children with empirically-informed literacy instruction and supports Connecticut's own efforts to prepare educators to meet this new standard by offering future educators course content that reflects the current state of reading research, as articulated within Section 10-145a of the Connecticut General Statutes.

A number of basic tenets provide the central focus of this document: (1) the content of early language and literacy courses must reflect empirical, scientifically-based reading research; (2) course content should reflect federal and state standards for early language and literacy learning; (3) course assignments should be linked to course objectives—what teacher candidates should know and be able to do as a result of the course; and (4) faculty should employ a variety of teaching methods to meet the needs of all of their students.

Resources for Developing College Courses on Early Language and Literacy provides suggestions for early language and literacy course content, examples of learner outcomes linked to standards, a sample syllabus, and extensive resources to aid in course development. I am confident that our talented and creative higher education faculty will incorporate its suggestions into their courses and that their students will, in turn, become excellent teachers who will ensure that all the children of our state become enthusiastic and successful learners.

George A. Coleman
Associate Commissioner
Connecticut State Department of Education

ACKNOWLEDGMENTS

Resources for Developing College Courses on Early Language and Literacy is an initiative of Project STARS, the Connecticut State Department of Education's Early Childhood Educator Professional Development program. In discussing how best to bring the information gained through faculty institutes sponsored by Project STARS to Connecticut's teacher preparation candidates, faculty determined that course syllabi guidelines needed to be developed. To support this faculty-driven initiative, Project STARS administrators convened roundtables consisting of a representative group of higher education faculty from two- and four-year institutions, staff from the State Department of Education, and representatives from the Education Development Center, Newton, MA, to help generate recommendations for resources and guidelines for course syllabi development. Roundtable participants sought to develop resources that would assist in ensuring that syllabi for language and literacy development courses throughout the state would reflect best practice in the field of literacy acquisition, as supported by the empirical, scientifically-based reading research (SBRR).

We are grateful to the many higher education faculty members and others who gave their time and expertise in participating in the roundtable discussions that initiated the development of these resources, those who served as first readers, and to the state and independent two- and four-year colleges and universities that supported this work.

The technical assistance provided by Janet Foster, Associate Consultant, State Department of Education, was invaluable in the preparation of this document.

Thanks to the State Education Resource Center (SERC) for their assistance in the facilitation of the higher education roundtables and in preparation of this document.

Special thanks to Jule McCombes-Tolis of Southern Connecticut State University and Marianne Saccardi, Program Manager, Project STARS, who helped to develop this document with assistance and oversight by Camille Jackson Alleyne, Consultant, State Department of Education, and Director, Project STARS.

DEVELOPMENT AND PURPOSE OF THE RESOURCES

Since the spring of 2002, higher education faculty from Connecticut's two- and four-year institutions have participated in early language and literacy institutes sponsored by Project STARS, a federally funded professional development grant through which the State Department of Education was also able to deliver scientifically-based language and literacy training to preschool teachers and supervisors in eight Connecticut cities. Project STARS faculty institutes featured outstanding national and state educators who shared their expertise on topics pertaining to early childhood language and literacy acquisition.

In discussing how best to bring institute information to Connecticut's teacher preparation candidates, faculty concluded that guidelines and supporting resources for developing course syllabi needed to be developed. Faculty from across Connecticut's two- and four-year institutions participating in the development of these resources felt strongly that it was necessary to support higher education faculty across the state to operate from a shared theoretical model in an effort to unify teacher preparation practices from an empirically-informed perspective.

To support this faculty-driven initiative, Project STARS administrators convened roundtables consisting of a representative group of higher education faculty from two- and four-year institutions, staff from the State Department of Education, and representatives from the Education Development Center, Newton, MA, to help generate recommendations for resources. Roundtable participants sought to provide resources that would ensure that syllabi for language and literacy courses throughout the state would reflect best practice in the field of literacy acquisition, as supported by the empirical, scientifically-based reading research (SBRR). (See Appendix A: "The Science of Reading Research" by G. Reid Lyon and Vinita Chhabra, 2004.) This group met with an external facilitator three times during 2005 and produced recommendations for the content of this document.

Roundtable participants determined that the *Resources*:

- would help to ensure that the content of early language and literacy development courses throughout the state will reflect empirical, scientifically-based reading research;
- would help to create a core base of knowledge and competencies developed among Connecticut's teacher preparation candidates in language and literacy across collegiate levels from community colleges to four-year institutions;
- would enable students to transfer literacy courses at colleges of their choice with a minimum of difficulty;
- would assist higher education faculty in identifying key learner outcomes for teacher candidates;
- would assist higher education faculty in coordinating course content to support the development of key learner outcomes for teacher candidates;
- would help higher education faculty to link course content and learner outcomes to state and national literacy standards;
- would support higher education faculty in preparing future teachers to meet the diverse language and literacy needs of children from a shared standards-based perspective;

- would serve as a vehicle for further discussion regarding the professional development needs of higher education faculty; and
- would serve as a catalyst for change in teacher preparation—for example, the development of new courses.

In April 2006, the State Department of Education convened a meeting of faculty from public and private two- and four-year colleges in the state. Dr. Louisa Moats addressed the group about the urgency of providing excellent courses in literacy pedagogy for teacher candidates.

Resources for Developing College Courses on Early Language and Literacy is meant to be a **flexible** document that faculty can use and adapt to meet the unique needs of teacher candidates. It contains recommended topics culled from the empirical, scientifically-based reading research (SBRR) that should be included in courses on early language and literacy development (Pre-K to grade 3), and it provides resources to assist faculty in developing such content. The document seeks to support schools of education in preparing educators to meet teacher competency expectations as identified by *Connecticut's Blueprint for Reading Achievement* (2000), the *2006 Connecticut English Language Arts Curriculum Framework*, and the National Association for the Education of Young Children (NAEYC), and as suggested by the *Connecticut Preschool Curriculum Framework* (2006). (See Appendices B, C, D, and E for complete listings of these standards.) Faculty should also consider the standards set forth by the National Council for the Accreditation of Teacher Education (NCATE). These standards can be found at the NCATE website (see Appendix F).

It is important to note that Section 10-145a (subsection f) of the Connecticut General Statutes was amended to state that after July 1, 2006, any program of teacher preparation leading to professional certification should include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. The *Resources* seek to assist Connecticut's higher education faculty, including adjunct faculty, in meeting this newly established teacher preparation requirement.

In addition to higher education faculty, the *Resources* also support an audience of professionals committed to informed teacher preparation practices, including:

- Connecticut State Department of Higher Education
- State Departments issuing licensing and certification
- Mentors and others providing ongoing professional development
- Curriculum committees
- College administrators
- State legislators
- Local educational leaders involved in hiring, professional development, and funding
- Parent groups

RECOMMENDED FEATURES FOR COURSE SYLLABI

1. Institutional Requirements:

Faculty should consult with their college/university regarding institutional requirements that should appear within the body of the syllabus. Such requirements might include:

- Prerequisites
- Drop-add, withdrawal, refund policy
- Office hours
- Faculty name, phone number, and email address
- Required texts
- Key assignments that must be retained for inclusion in a portfolio

2. Course Description/Content:

Describe the course as it appears in the catalog, including course content and skills taught

3. Course Schedule and Requirements:

A. Dates and times class meets

B. Attendance and participation policy

C. Class text and supplementary texts and readings (see Appendix G: Selected Bibliography)

Required course readings, assignments, course topic calendars, and candidate assessment should reflect the findings of the empirical, scientifically-based reading research (SBRR) and should promote the development of essential teacher competencies as identified by *Connecticut's Blueprint for Reading Achievement*. (Appendix B lists these teacher competencies.) Choose readings based on:

- Level of degree program
- Readability of the text
- Graphic support
- Content that reflects current federal standards for best literacy practice
- Presentation of multiple points of view
- Cultural sensitivity and absence of bias
- Meaningful applications (the scenarios presented relate to theory and research)
- Clear explanation of what constitutes empirical, scientifically-based reading research (SBRR—see article in Appendix A)

D. Supplementary resources needed, e.g., classroom for observation, child to assess

E. Assignments: description, due dates, grading policy (including late policy)

- Assignments should reflect stated Learner Outcomes and Objectives: what teacher preparation candidates are expected to “know” and “be able to do” by the end of the course

- Assignments should be geared toward helping candidates become reflective learners: how does what they are discussing in class affect their beliefs and teaching practice
- Assignments should be performance-based and should require teacher preparation candidates to apply what they have learned through assigned readings, group work, and lectures to authentic problem-solving tasks
- Assignments should be accompanied by a Scaled Rubric (criteria) provided in advance of the work, and the weighting should reflect the relative importance of the objectives (see Appendix H: Sample Course Assignments with Rubrics)

4. Learner Outcomes and Objectives:

It is important to note that learner outcomes and professional standards are *not* the same. Learner outcomes, what a candidate should know and be able to do, should be cross-referenced to the discipline’s professional standards—that is, the expected levels of teacher performance articulated by key discipline-specific professional associations/agencies. The standards referenced in this document are taken from *Connecticut’s Blueprint for Reading Achievement*, the *Connecticut Preschool Curriculum Framework*, the *2006 Connecticut English Language Arts Curriculum Framework*, and the *NAEYC Curriculum Standards for Language Development and Early Literacy*. (See Appendices B, C, D, and E.) It is important that higher education faculty reference the *Blueprint* as a core Connecticut document. Faculty should also consider the standards published by the National Council for the Accreditation of Teacher Education (NCATE).

A. Characteristics of well-written learner outcomes:

- Learner outcomes should identify the specific knowledge and skills (what should candidates “know” and “be able to do”) expected of teacher preparation candidates at the culmination of the course.
- Learner outcomes should be written in measurable and observable terms in order to assist faculty in assessing the degree to which candidates have mastered the stated outcomes.

Model Learner Outcomes:

LEARNER OUTCOME	REFERENCED STANDARD
Candidates will describe the developmental processes involved in reading and related language arts areas (spelling, written expression) from Pre-K through grade 3.	<i>Connecticut’s Blueprint for Reading Achievement/</i> Teacher Competencies: I-B: 1-4; II-D: 1-6; II-E: 1-4 <i>NAEYC Early Childhood Program Standards and Accreditation Criteria/Language Development: 2.D.03-07; 2.E.03-06</i>
Candidates will be able to analyze a child’s writing to determine the developmental writing stage and	<i>Connecticut’s Blueprint for Reading Achievement/</i> Teacher Competencies: II-E: 1-4

<p>make suggestions for helping that child continue to develop his/her writing skills.</p>	<p><i>NAEYC Early Childhood Program Standards and Accreditation Criteria/Early Literacy: 2.E.03-05</i></p> <p><i>Connecticut Preschool Curriculum Framework/ Cognitive Development: Language and Literacy: Preschool programs will provide children with opportunities to use different forms of writing, such as drawing, letter-like forms, invented spelling and conventional forms.</i></p> <p><i>2006 Connecticut English Language Arts Curriculum Framework: Standard 3.1</i></p>
<p>Candidates will be able to employ selection criteria to choose a children’s book, read the book aloud, provide questions and discussion topics about the story, foster comprehension, and prepare extension activities related to the book.</p>	<p><i>Connecticut’s Blueprint for Reading Achievement: I-F: 1-6; G; II-C: 1-8; IV-A-E</i></p> <p><i>NAEYC Standards and Accreditation Criteria/Early Literacy: 2.E.01-02; 04</i></p> <p><i>Connecticut Preschool Curriculum Framework/ Cognitive Development: Language and Literacy: Preschool programs will provide children with opportunities to exhibit interest in reading.</i></p> <p><i>2006 Connecticut English Language Arts Curriculum Framework: Standard 1.1</i></p>
<p>Candidates will describe and implement specific, research-based, remedial techniques appropriate for difficulties in a variety of language arts areas.</p>	<p><i>Connecticut’s Blueprint for Reading Achievement: I-D: 1-6; II-A, B, C, D</i></p>

5. Methodology:

A. The instructional methods used to disseminate information should support candidates in using the findings of empirical, scientifically-based reading research (SBRR) to teach young children.

Recommended reading:

Snow, C.E., Griffin, P., & Burns, M.S. (Eds.). (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass.

Faculty is strongly encouraged to utilize the resources in Appendices F, G, H, and I when developing and revising courses.

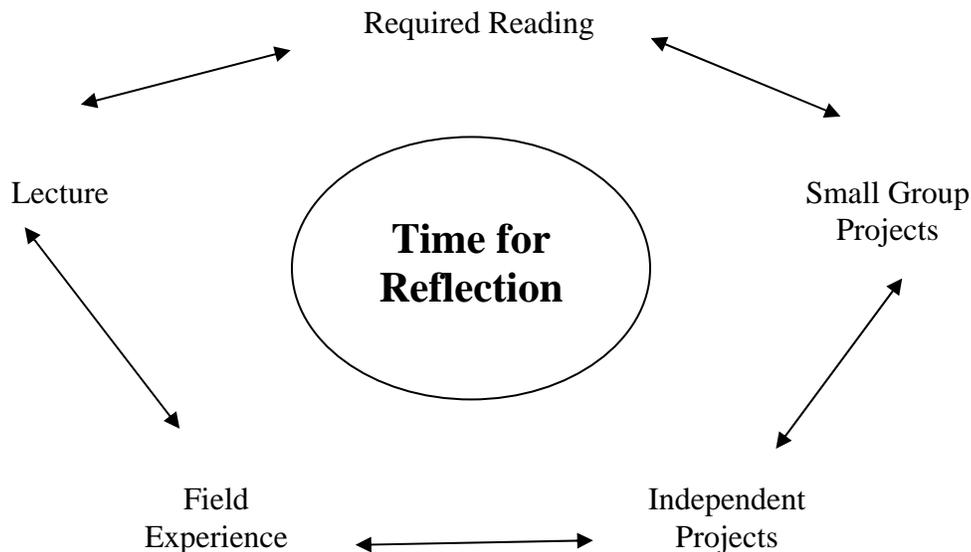
Some examples of various methods:

- Using visual tools (videos, films, charts, etc.) with guided discussion
- Instructional materials and tools for candidates to explore and apply kinesthetically
- Guiding candidates through specific websites and showing students how to use technology-supported literacy screening tools, such as the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) palm pilot
- Analysis of child samples such as writing and conversation transcripts
- Including expert speakers
- Accessing the bibliography of juried and non-juried professional texts and journal articles (see Appendix G: Selected Bibliography)
- Large and small group instruction as well as group projects
- Integrating music, poetry, and rich literature into daily practice and across units of study

B. Methods should require some experience in the field, preferably supervised, and these experiences should be tied to scientifically/empirically-supported best practice and learner outcomes. Again, faculty is strongly encouraged to reference Appendices G, H, and I when developing or revising courses.

C. Methods should include modeling and coaching of specific pedagogical practices related to the course, as supported by scientifically-based/empirically-supported reading research.

D. Methods should be interconnected and should provide space for periodic student and professor reflection.



6. Course Outline, Topics, Dates:

A. Topics to Be Included in Syllabi

Readers of this document are advised that its recommendations should be applied to *all* teacher preparation courses addressing language and literacy. Given that it would be unrealistic and unproductive for faculty to attempt to cover all course content topics listed below in a single course, schools of education will need to determine how their teacher preparation course selections may need to be modified and/or expanded in order to address the core course topics, taking care to frame topic coverage from an empirical perspective.

Initial teacher preparation programs should prepare elementary educators to possess the following knowledge and skills, which have been identified via *Connecticut's Blueprint for Reading Achievement* (2000) as the key teacher competencies necessary to effectively instruct students in the literacy domain(s). Teacher preparation programs in elementary education should take care to present the findings of empirical/scientific research related to each of these topics:

TEACHER PREPARATION PROGRAMS SHOULD PREPARE INITIAL EDUCATORS TO:
Understand the relationship between oral language and literacy (reading, spelling, writing), including:
have knowledge about a variety of oral language competencies (e.g., vocabulary, phonological awareness, listening comprehension) and how these competencies play a role in learning to read
understand the differences between informal/conversational language and formal/literate language
recognize the importance of talking with children, and encouraging talk among children, in developing oral language competencies
recognize the importance of reading to children in developing both oral-language competencies and print-related knowledge (e.g., basic print concepts)
understand the basis for speech-sound confusions that may affect reading and spelling (e.g., /b/ and /p/ are frequently confused because they are articulated in the same way, except that /b/ is voiced and /p/ is not)
have knowledge about comprehension strategies
understand the meaning and importance of “active construction of meaning”
understand the meaning and importance of “emergent literacy”
develop knowledge about learning theory
Know the stages and processes of children’s development in areas central to literacy, including:
know the stages and processes of children’s oral language development (listening and speaking)
know the stages of children’s reading development
know the stages of children’s spelling development
know the stages of children’s writing development
Understand the nature of written English, including:
understand that English is an alphabetic writing system with complex letter-sound and spelling-sound mappings
know the common letter-sound and spelling-sound relationships in English, including sounds for larger units, such as -tion
know the various syllable structures characteristic of written English (e.g., closed, open, silent-e syllables)
recognize common phonetically irregular (exception) words in English
understand how to do structural analysis of long words and why structural analysis is useful
understand the role of morphology in written English
Have knowledge about diverse learners, including:
understand the impact of limited knowledge of spoken English on literacy acquisition (e.g., the importance of

a base of oral competence in a language to learning to read in that language, the processes of first- and second-language acquisition, and how to facilitate children's acquisition of standard English)
understand the importance of different kinds of literacies, such as storytelling, characteristic of different cultures and how to work with families to optimize student learning and acquisition of English
understand the impact of dialect differences on literacy acquisition (e.g., understanding what a dialect is, specific features of dialects, and how to facilitate children's acquisition of standard English)
understand the impact of children's background knowledge on literacy acquisition
understand the impact of various language difficulties and disorders (e.g., hearing impairment or language delay) on literacy acquisition
know the common characteristics of children who experience reading difficulties and specific indicators for teacher intervention
understand the importance of knowing children's strengths as well as their weaknesses and of capitalizing on these strengths in instruction
understand the importance of challenging and meeting the needs of high-achieving students as well as those experiencing difficulties
Have knowledge about assessment, including:
recognize the importance of ongoing assessment in guiding instruction
understand the purposes of different kinds of assessment (e.g., assessment to screen and diagnose risk vs. assessment to measure progress over time)
know about a variety of assessment tools (e.g., screening and diagnostic measures, informal reading inventories, running records, word lists, teacher-designed tests, analysis of reading and spelling errors, portfolios, standardized tests) that are useful in the assessment of literacy and literacy-related abilities
understand the advantages and disadvantages of different approaches to assessment (e.g., authentic literacy assessments vs. standardized tests)
understand the basic concepts involved in test selection and interpretation, such as reliability, validity and standard error
know how to interpret and use the results of various assessments
Know about a wide variety of instructional resources and children's books, including:
understand the importance of providing children with books matched to their reading level and interests
understand the ways that different types of books may be used in reading instruction (e.g., "big books" may be useful for developing basic print concepts, rhyming and alliterative books for developing phonological awareness, decodable books for providing practice applying decoding skills in context, children's literature for developing broad language abilities, and nonfiction books for developing a knowledge base about a particular topic)
know about a range of books suitable for children of varying reading levels, interests and cultural backgrounds
know about a range of books in different genres (e.g., fiction vs. nonfiction texts)
know about various technological resources (e.g., software programs and the Internet)
understand the importance of connecting children and their parents with public libraries for access to books, motivational programs and professional assistance during times when school libraries, media centers and media specialists are not available (e.g., evenings, weekends, summer)
Understand the importance of a variety of factors in fostering motivation to read, such as exhibiting the teacher's enthusiasm for reading, giving children choices of reading material, ensuring that reading materials are not too difficult and using books as intrinsic rewards
Recognize the importance of collaborating with colleagues (in schools and in other community agencies, such as the public library) and parents
Know about research findings, including:
know basic patterns of research findings in reading
understand and apply to the interpretation of educational research basic scientific concepts (e.g., the importance of systematic observation and testing, stating claims in ways that are potentially falsifiable, considering alternative explanations of evidence)

understand the need for keeping reasonably current with basic research findings on an ongoing basis
Can teach word identification skills effectively, including:
teach phonological and phonemic awareness skills
teach basic print concepts
teach common letter-sound and spelling-sound correspondences for groups of letters (e.g., igh, oo, tion)
assist children in developing their understanding of the alphabetic principle
teach word decoding, using synthetic as well as analytic strategies, and teaching multisyllable as well as single-syllable words
teach structural analysis
teach sight-words (e.g., teaching irregular or exception words by sight)
Can teach effectively skills for fluent and accurate word identification in context, including:
encourage children to apply known decoding skills when reading in context
encourage children to monitor comprehension while reading in context
provide appropriate feedback and scaffolding during oral reading in context
develop children's fluency
select books that are appropriate for a particular child or group of children (e.g., books of appropriate difficulty)
encourage independent reading
Can teach comprehension effectively, both in listening and reading, including:
teach vocabulary, including multiple meanings of words, idiomatic expressions and literary language
teach the use of comprehension strategies and the reasons for them, such as character analysis, summarization and prediction
teach important aspects of text structure (e.g., narrative and expository text structure)
be able to ask scaffolded questions that foster discussion, elaboration, and active construction of meaning
help children relate reading to their own experiences and to prior knowledge
build children's background knowledge
divide texts into appropriate segments for comprehension instruction
encourage attention to formal language patterns (e.g., correct verb forms) in texts
Can teach spelling effectively, including:
develop children's abilities to use letter-sound and spelling-sound correspondences, phonemic awareness and understanding of the alphabetic principle in spelling
develop conventional spelling competencies appropriate to each grade level
draw children's attention to common letter patterns within words
teach common spelling generalizations (such as dropping silent e before adding -ing)
draw children's attention to morphological and structural relationships among words (e.g., heal/health)
encourage application of spelling knowledge to everyday writing
Can teach writing effectively, including:
guide children through the stages of a writing process, including the planning, composing, revising, and editing of written products
provide appropriate feedback and scaffolding while "coaching" children in writing
teach various purposes for writing
demonstrate the connections between reading and writing (e.g., a writer organizes his or her story around a beginning, middle and end; a reader uses story structure—beginning, middle and end—to facilitate comprehension)
encourage the use of formal language patterns (e.g., correct verb and pronoun forms) and literacy words (e.g., new vocabulary encountered in reading) in children's writing
develop children's clarity, descriptiveness and elaboration when writing
teach organization and paragraphing
teach sentence structure (e.g., avoiding sentence fragments and using varied sentence lengths)

teach basic mechanics of writing (e.g., capitalization, punctuation, handwriting)
Can effectively manage classroom instruction, given appropriate resources, including:
adapt instruction to meet individual differences in each area of reading (word identification, fluent and accurate word identification in context, comprehension, spelling, writing)
effectively group children for instruction using a variety of flexible small-group and large-group formats, depending upon what is appropriate in a given situation
provide opportunities for oral-language use and verbal interaction (child-child verbal interaction as well as teacher-child interaction)
effectively coordinate and integrate instruction in the various areas of literacy, both with each other and with all content areas
Can effectively use technology in instruction
Can assess children's competencies in key areas of literacy, including the ability to:
administer and interpret measures of literacy routinely used with all children, such as informal reading inventories, graded word lists, running records, portfolios of children's work and standardized tests
administer and interpret screening and diagnostic measures designed to identify children at risk for reading difficulties
informally assess, on an ongoing basis, children's competencies in word identification
informally assess, on an ongoing basis, children's competencies in fluency and accuracy of word identification in context
informally assess, on an ongoing basis, children's competencies in comprehension
informally assess, on an ongoing basis, children's competencies in spelling
informally assess, on an ongoing basis, children's competencies in writing
use knowledge about developmental stages and processes (in oral language, reading, spelling and writing) to assess children's performance and to improve instruction
use the results of assessment to improve instruction for a given child or group of children
Can motivate a broad range of children to read and write by being able to:
model enjoyment and appreciation of books, reading and writing
develop children's awareness of and curiosity about books, words and ideas
provide children with interesting and appropriate choices of reading material
encourage social interaction around books and literacy (e.g., book sharing, sharing of writing, peer recommendations of authors)
use books and other literacy-related materials as incentives
Can collaborate with other professionals and with parents to promote children's literacy achievement and motivation, including the ability to:
collaborate with specialists, including reading specialists, special educators, bilingual specialists, speech and language pathologists, library media specialists and public children's librarians
communicate with children's families about ways to encourage children's language and literacy development
communicate with children's families about children's strengths and weaknesses on various assessments and classroom work

B. Include dates that topics will be discussed and, for each date, list related assignments and readings.

C. Include dates of guest lecturers, guest lecturers' names, and topics that guest lecturers will address.

7. Bibliography/References

Include a bibliography and/or references related to the course for candidates' further study.

APPENDIX A

The Science of Reading Research¹

G. Reid Lyon and Vinita Chhabra

To prevent reading failure, educators must understand and act on scientific evidence.

Because students who do not learn to read will have difficulty mastering academic content, succeeding in school, and fulfilling their life potential, the schools' fundamental responsibility is to ensure that all students read proficiently. Yet that goal remains elusive. The report of the most recent National Assessment of Educational Progress (NAEP) indicates that once again, 4th, 8th, and 12th grade reading scores are abysmally low, particularly among disadvantaged students (National Center for Education Statistics, 2003).

This situation is especially distressing because we now know that the majority of students can learn to read irrespective of their backgrounds—if their reading instruction is grounded in the converging scientific evidence about how reading develops, why many students have difficulties, and how we can prevent reading failure (Lyon, 2002; Moats, 1999; Shaywitz, 2003). Unfortunately, many teachers do not have the background or training they need to access this information and implement research-based reading instruction in their classrooms.

Instead of looking to authoritative and valid evidence of what works, teachers frequently rely on experience and anecdotal information to guide their teaching. Although experience is valuable, depending on experience alone typically leaves many children behind. To provide reading instruction that will enable all students to succeed, educators must also have basic information about scientific knowledge: how it is developed and how it should guide the selection and implementation of instructional programs, strategies, and approaches (McCardle & Chhabra, 2004; Moats, 1999; Stanovich & Stanovich, 2003).

Understanding Scientific Evidence

Scientific evidence must become a fundamental part of teaching. Teachers should ask hard questions about the reading programs and instructional methods they use: Does the program comprehensively cover each of the evidence-based skills that students need to read proficiently? Has the program or approach been proven scientifically to work with students like mine? How can I be sure?

From talking to principals and teachers, we know that they are aware of the current emphasis on using scientific evidence to inform instruction. However, jargon and a lack of clear guidance make it difficult for educators to develop a good understanding of the term *scientific evidence*.

Note. Lyon, G., & Chhabra, V. (2004, March). The Science of Reading Research. *Educational Leadership* (61) 6, 12-17. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.¹

What Is Scientific Evidence?

“Research evidence is essential for identifying effective educational practice” (Reyna, 2004, p. 47). Before considering research evidence, however, we must understand the process of conducting scientific research.

Scientific research begins with clear, answerable questions. At the National Institute of Child Health and Human Development (NICHD), complex questions guide researchers as they examine instructional methods or programs for teaching reading. Researchers consider not just what works in general but also what specific instructional methods work for which students and under what conditions. Multiple researchers may study the same questions. The accumulation of research—not just the results from one study—constitutes scientific evidence.

Before beginning a study, researchers identify what previous research has already established and refine their research questions on the basis of that knowledge. Next, the researchers develop a hypothesis or a set of hypotheses that will guide the direction and methodology used in the study. Specifically, the hypotheses state what researchers predict will happen on the basis of the theoretical model they are using, with the model itself incorporating information from previously conducted, high-quality studies. The researchers then identify an appropriate method for testing the hypothesis. Finally, they collect and analyze the data and report their findings.

Even though different types of studies use different methodologies, the scientific method provides a consistent foundation for each research study. The evidence derived from a study is only as good as the care with which the researchers ask their questions, select and implement their research methods, and analyze and interpret their data.

Qualitative and Quantitative Research

Research methodologies fall into two major types—*qualitative* and *quantitative*. Both types of research can be valuable and relevant to improving education. Both are equally scientific—if we align the right method with the specific question or questions being addressed (Shavelson & Towne, 2002; Wiersma, 2000).

Qualitative research is based on holistic inquiry and is context-specific, acknowledging the uniqueness of individuals and settings (Ravid, 1994). Researchers using this approach rely on observation and description of events.

In contrast, *quantitative* research seeks to quantify observations made on larger numbers of individuals and events; it is not context-specific. Researchers working with this approach use deductive inquiry, focus on individual variables and factors, and make comparisons (Wiersma, 2000). Quantitative researchers look for findings that they can generalize to similar settings using statistical analyses.

Quantitative research attempts to answer questions about “what causes what.” To draw reliable inferences about cause and effect—for example, to determine whether a particular instructional approach produces significant gains in reading achievement—researchers must use specific types of quantitative research known as *experimental* and *quasi-experimental* studies.

Both experimental and quasi-experimental studies attempt to establish causal relationships by manipulating the variable that the hypothesis predicts will cause a change (a particular reading program, for example) and then determining whether or not a significant change occurred while holding other variables constant. The two approaches differ in the methods they use to rule out

alternative explanations for any effects. True experimental studies typically assign people randomly to the experimental condition (Stanovich & Stanovich, 2003), whereas quasi-experimental studies control for alternative explanations of effects through statistical means. Although true experimental design typically produces more reliable results than quasi-experimental design, both approaches enable us to determine cause and effect.

The type of research question asked tells us which research method (or combination of methods) to employ. Qualitative research has a role in helping to tease out the *how* or *why* in quantitative studies designed to find out what works. But qualitative research cannot produce generalizable results identifying instructional strategies that will improve reading achievement. Only quantitatively based studies—experimental or quasi-experimental—can do that. However, both quantitative and qualitative research methods are important and necessary if we are to develop the fullest understanding of which specific instructional approaches are most effective for which students and why (Shavelson & Towne, 2002).

Evaluating Research

Many teachers and principals, battered by a succession of “research-based” instructional magic bullets, have lost faith in the idea that research can inform their teaching. This should not surprise us. Education research has historically been of poor scientific quality, lacking in the authority of valid evidence, poorly communicated, and woefully impractical (Kennedy, 1997). Yet when new research findings emerge with recommendations for classroom implementation, educators have an important responsibility to ask, Can we trust the findings of this study?

What principles or criteria can teachers and administrators apply to research reports to ensure that those reports meet high standards of trust-worthiness? Major elements include appropriate methodologies, peer review, converging evidence, and practical application.

Appropriate Methodologies

When presented with a curriculum, a program, or an approach that has been touted as “research-based,” teachers and administrators must ask, Did the researchers use the appropriate research methods to determine actual effectiveness? For example, research should not use observational measures, a type of qualitative research, to answer questions about the effects of reading interventions and the applicability of these interventions to similar classrooms. As Reyna writes,

Classroom observations under the best of circumstances (systematic and reliable observers) do not even permit generalization to other classrooms. (2004, p. 54)

Peer Review

Even after researchers have followed appropriate criteria for conducting research, it is crucial that an independent group of researchers who specialize in the same topic evaluate the studies:

The front line of defense for teachers against incorrect information in education is the existence of peer-reviewed journals in education, psychology, and other related social sciences. (Stanovich & Stanovich, 2003, p. 7)

Peer review is a minimal benchmark for trustworthiness. Scientific documentation for effectiveness can only be found in journals that publish original research, such as *The Journal of Educational Psychology*, *Reading Research Quarterly*, and *Scientific Studies in Reading*. The studies considered for publication in these journals are first reviewed by an objective group of scientists in the same field to ensure high standards for design and methodology and to confirm

the veracity of the findings. Although there are journals that publish editorials or opinion pieces (*Educational Leadership* and *Phi Delta Kappan*, for example) and provide valuable information, these periodicals are not designed to evaluate and publish the results of original scientific studies.

The good news is that researchers must now adhere to rigorous standards to have their scientific research supported through federal funds provided by NICHD or the Institute for Educational Sciences within the U.S. Department of Education. Specifically, to obtain federal funding to conduct research, the studies proposed must pass a rigorous peer review process that ensures that the information gained is accurate and ready for implementation in classroom settings.

Converging Evidence

A single study's findings are not sufficient to generalize results to different populations. An accumulation of high-quality research across similar topic areas will verify the accuracy of findings and increase our confidence in those findings. For example, the National Reading Panel (NRP) found that systematic phonics instruction produced significant benefits for K-6 students and for those having difficulty learning to read (2000). The NRP also found that systematic phonics instruction was most effective when provided within the context of a comprehensive reading program that also addressed phonemic awareness, fluency, vocabulary, and comprehension strategies. These conclusions were based on a collection of similar findings replicated across many research studies conducted over several years.

New resources can help teachers locate reading programs supported by converging research evidence. The state of Florida has funded a scientific review of many reading programs used frequently in schools. Teachers and administrators can access information on these reviews from the Florida Center for Reading Research Web site (www.fcrr.org/FCRRReports/contents.htm). In addition, the U.S. Department of Education is in the process of developing the What Works Clearinghouse (www.w-w-c.org), a resource that will provide educators, policymakers, and the public with a central and independent source of scientific evidence of what works in education.

Practical Application

Another important question about reported research findings is whether teachers can implement those findings in their classrooms. To determine whether or not the findings have practical instructional value for their students, teachers should ask whether similar classrooms implemented the research findings with good results. In addition, teachers and administrators may want to consult recent publications that have summarized reading research findings along with practical teaching recommendations based on the findings. For instance, *Put Reading First: The Research Building Blocks for Teaching Children to Read* is based on an accumulation of research and offers teachers practical examples of how to teach reading skills in the classroom, as well as ways in which teachers can identify components of good reading programs (Partnership for Reading, 2003).

What Scientific Research Says About Reading

An expanded understanding of the principles of scientific evidence will enable educators to take advantage of the converging evidence that research now provides about learning to read. What does this research tell us?

First, scientific evidence clearly indicates that learning to read the English language is not as easy as some have suggested (Adams, 1990; Fletcher & Lyon, 1998; Liberman, 1997; Lyon, 1998; NRP, 2000; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001; Shaywitz, 2003;

Snow, Burns, & Griffin, 1998). The sheer number of youngsters who fail to learn to read—particularly those from impoverished backgrounds—underscores the fact that children do not acquire reading ability naturally, easily, or incidentally. For many children, learning to read is a monumental task that requires years of effort.

As Moats (1999) points out, because of the complexity of learning to read, teaching reading is clearly a job for an expert; in fact, she compares it to rocket science. Given that reading instruction requires substantial expertise, what does the expert teacher need to know? At a minimum, teachers and administrators should be able to answer the following two questions.

How Does Reading Develop?

Learning to read is a relatively lengthy process that begins very early in development, before children enter formal schooling. The quantity and quality of language and early literacy interactions during the preschool years profoundly affect the acquisition of the language building blocks that support skilled reading (Snow et al., 1998). As noted in all of the NAEP reading results for the past quarter of a century, reading failure is most prevalent among children from disadvantaged environments. The gap between these children and their more affluent peers begins early. Lonigan (2003) found that low-income preschool children were significantly less adept at identifying and manipulating the sound structure of language—a skill known as *phonological sensitivity*—than were middle- and high-income children. Low-income children also experienced significantly less growth in knowledge of phonemes, letter names, and letter sounds. Vocabulary development, phonological sensitivity, and alphabetic skills are extremely strong predictors of later reading proficiency; typically, children from low socioeconomic backgrounds lag woefully in these abilities (Snow et al., 1998).

The major reason for these gaps, particularly in vocabulary, is that children growing up in low-income environments engage in significantly fewer language and literacy interactions during the preschool years (Hersch, 2001; Snow et al., 1998). Hart and Risley (2003) found that the average child on welfare had half as much experience listening and speaking to parents (616 words per hour) as the average working-class child (1,251 words per hour), and less than one-third that of the average child in a professional family (2,153 words per hour). Unfortunately, preschool programs for low-income children, such as Head Start, rarely address these gaps (Whitehurst, 2001).

Crucial language and early reading skills can be developed in kindergarten and the elementary grades, but teachers must have a solid foundation in how to teach these abilities (Moats, 1995). Until recently, most teacher preparation programs have not provided this training (Moats, 1999).

In addition to the development of these early foundational abilities, learning to read requires continued development of phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies (NRP, 2000). Reading proficiency depends on the expert and integrated teaching of these skills so that the reader learns to access print accurately and fluently and to relate what he or she reads to vocabulary and content knowledge to ensure comprehension.

How Can We Prevent Reading Failure?

The majority of children who enter kindergarten and elementary school at risk for reading failure can learn to read at average or above-average levels—if they are identified early and given systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary,

and reading comprehension strategies (Lyon et al., 2001; Torgesen, 2002a). Substantial research carried out and supported by NICHD indicates clearly that without this systematic and intensive approach to early intervention, the majority of at-risk readers rarely catch up. Failure to read by 9 years of age portends a lifetime of illiteracy for at least 70 percent of struggling readers (Shaywitz, 2003).

On the other hand, the identification of children at risk for reading failure coupled with the provision of systematic, comprehensive, and evidence-based reading interventions can reduce the number of students reading below basic levels to less than 6 percent (Torgesen, 2002a).

NICHD-supported research has also found that older struggling readers can indeed develop strong reading capabilities under the right instructional conditions (Lyon, 2002). However, successful remediation of reading problems among older students requires extensive, intensive instruction (see Torgesen, 2002b). Moreover, in addition to providing a comprehensive reading program, consistency and duration of instruction are crucial factors for older readers (Shaywitz, 2003).

A Systemwide Response to Reading Failure

Current instructional practices and policies are failing our most vulnerable students. How many more children need to fail before we realize that human potential and life are too precious to risk on the basis of untested beliefs and opinions about what works?

Any other helping profession would respond to a persistent problem such as pervasive reading failure—a problem that deeply affects the quality of life—by objectively and relentlessly identifying the causes of the failure and systematically developing solutions. The scientific method would typically inform this response to system failure. This method has solved many of the world's thorniest medical mysteries—mysteries just as complex as learning to read.

The scientific method is already realizing some of its potential to improve reading instruction. Current research has shown that basing our instructional practices and policies on converging scientific evidence will result in significantly more students learning to read proficiently. As more students learn to read, including those from disadvantaged backgrounds, we hope that the tendency within education to embrace instructional fads will give way to more effective practices based on solid, scientific research.

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APPENDIX B

Excerpts from

CONNECTICUT'S BLUEPRINT FOR READING ACHIEVEMENT (2000)

K-3 Student Reading Competencies

Competencies for K-3 Teachers

(A full copy of *Connecticut's Blueprint for Reading Achievement* can be downloaded from:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320850>.)

(These are competencies to be achieved by the END of each grade. The competencies should be used as a guide in planning instruction, not a checklist for evaluating individual children. Many different instructional activities can be used in reaching each competency.)

KINDERGARTEN READING COMPETENCIES

Word Identification

Demonstrates phonological awareness:

- Rhymes spoken words
- Identifies spoken words with similar initial sounds
- Identifies spoken words with similar ending sounds
- Blends up to three or four orally presented phonemes into a correct word

Demonstrates basic print concepts:

- Recognizes that print conveys meaning
- Recognizes that printed words are composed of letters
- Recognizes that printed words are separated by spaces and that print is read left to right and top to bottom
- Begins to use one-to-one match of written and spoken words during emergent reading and writing activities

Recognizes and names all uppercase and lowercase letters

Demonstrates letter-sound correspondences for all single consonants

Has a basic understanding of the alphabetic principle (i.e., the idea that the letters in printed words represent sounds in spoken words)

Recognizes sight words taught as part of the kindergarten curriculum

Fluent and Accurate Word Identification in Context

Recognizes sight words taught as part of the kindergarten curriculum in context

“Reads” familiar books emergently, not necessarily in the conventional sense (e.g., recognizes that the print, not the pictures, tells the story; begins to track print from left to right and top to bottom on a page)

Comprehension

Answers literal and inferential questions about grade-appropriate books read aloud by the teacher

Explains grade-appropriate vocabulary

Identifies common words in basic categories (e.g., can give examples of favorite foods or favorite colors)

Applies comprehension strategies, such as summarization and prediction, to grade-appropriate stories read aloud by the teacher

Uses prior knowledge to aid comprehension of fiction and nonfiction texts

Notices when simple sentences fail to make sense

Follows simple verbal directions

Retells familiar, grade-appropriate stories that have been heard several times

Uses oral language to relate own experiences and construct own stories

Spelling

Writes own name (first and last) correctly

Writes uppercase and lowercase letters when the letter name or sound is dictated

Represents initial and final phonemes of many words correctly when attempting to spell phonetically regular words

Writing

“Writes” emergently, not necessarily in the conventional sense, to express own meaning (e.g., uses letters in writing, represents some sounds correctly, uses left-to-right progression in writing)

FIRST GRADE READING COMPETENCIES

Word Identification

Demonstrates phonemic awareness:

- Blends orally presented phonemes into a correct (one-syllable) word
- Segments one-syllable spoken words into phonemes

Knows sounds for long and short vowels and for common letter patterns, such as sh, th, ch; oo, ee, igh; ing, ed

Decodes by analogy words with common letter patterns (e.g., -ake, -ick)

Accurately decodes orthographically regular one-syllable words (e.g., sit, take, need) and nonsense words (e.g., vit, dake, jeed) presented out of context, by using knowledge of sound-symbol relationships and the alphabetic principle

Accurately decodes words with common inflectional endings (e.g., -s, -es, -ed, -ing)

Recognizes sight words taught as part of the first grade curriculum

Fluent And Accurate Word Identification In Context

Applies known decoding skills while reading in context and self-corrects contextually inappropriate errors

Monitors comprehension while reading in context and self-corrects contextually inappropriate errors

Attends to punctuation during oral reading (e.g., pauses at commas and periods)

Reads aloud with accuracy any text appropriately designed for first grade

Meets end-of-first grade standard for accuracy on the state-approved informal reading assessment

Comprehension

Answers literal and inferential questions about grade-appropriate books read aloud by the teacher and about own reading in context (at instructional level)

Reads and understands simple written instructions

Explains grade-appropriate vocabulary

Classifies categories of words (e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas)

Applies comprehension strategies, such as summarization and prediction, to grade-appropriate stories read aloud by the teacher and to own reading in context (at instructional level)

Notices when simple texts fail to make sense

Distinguishes between fiction and nonfiction (informational) texts

Describes new information gained from texts in own words

Uses prior knowledge to aid comprehension of fiction and nonfiction texts

Reads aloud with comprehension any text appropriately designed for first grade

Meets end-of-first grade standard for comprehension on the state-approved informal reading assessment

Spelling

Spells correctly three- and four-letter short vowel words (e.g., ship, man, sled)

Spells correctly words taught as part of first grade spelling curriculum

Recognizes that there is a conventional way to spell words and tries to spell correctly when he or she can

Generates new words based on common letter patterns (e.g., -at, -it)

Shows increasing knowledge of letter-sound correspondences by producing words that are generally recognizable, even if they are not spelled conventionally

Writing

Uses the following basic mechanics of writing correctly:

- Ending punctuation (period, question mark, exclamation point)
- Capital letters in first word of a sentence, names and the word “I”
- Applies knowledge of spelling in everyday writing activities

Composes readable first drafts with a clear beginning, middle and end

Writes for different purposes and to a specific audience or person (e.g., brief thank-you notes or invitations)

Uses descriptive words when writing

Produces a variety of compositions (e.g., stories, journal entries, descriptions)

SECOND GRADE READING COMPETENCIES

Word Identification

Knows sounds for common vowel-r patterns (e.g., ar, er, ir, or, ur) and for some letter patterns found in long words (such as very common prefixes and suffixes that recur in second grade text (e.g., -ful, -ess; and dis-, in-)

Uses strategies for syllabifying long words as an aid to decoding (e.g., looking for compounds, dividing between two consonants, looking for known prefixes and suffixes)

Accurately decodes orthographically regular multisyllable words (e.g., buttermilk, happiness) and two-syllable nonsense words (e.g., lempit) presented out of context, by using knowledge of sound-symbol relationships and the alphabetic principle

Accurately reads many irregularly spelled words (e.g., ocean, angel)

Recognizes sight words taught as part of the second grade curriculum

Fluent and Accurate Word Identification in Context

Applies known decoding skills while reading in context

Monitors comprehension while reading in context and self-corrects contextually inappropriate errors

Reads with increasing fluency and expression

Reads voluntarily for interest and own purposes

Reads aloud with accuracy any text appropriately designed for second grade

Meets end-of-second grade standard for accuracy on the state-approved informal reading assessment

Comprehension

Answers literal and inferential questions about grade-appropriate books read aloud by the teacher and about own reading in context (at instructional level)

Generates questions before, during and after reading

Explains grade-appropriate vocabulary

Explains common antonyms (e.g., big, little; day, night) and synonyms (e.g., little, small)

Explains multiple meanings of common words (e.g., fly, duck)

Applies comprehension strategies, such as summarization and prediction, to grade-appropriate stories read aloud by the teacher and to own reading in context (at instructional level)

Demonstrates understanding of story elements in narratives (e.g., setting, characters)

Discusses similarities in characters and events across narratives

Reads nonfiction materials for answers to specific questions or for specific purposes

Connects and compares information across nonfiction selections

Uses titles, tables of contents and chapter headings to locate information in nonfiction texts

Makes and can explain connections between a text and outside experiences and knowledge

Reads aloud with comprehension any text appropriately designed for second grade

Meets end-of-second grade standard for comprehension on the state-approved informal reading assessment

Spelling

Spells correctly words taught as part of second grade spelling curriculum

Spells words involving previously studied generalizations (e.g., dropping silent e before adding -ing) and word patterns correctly

Spells many common irregular words correctly (e.g., were, of, come)

Represents all sounds in a word when spelling independently

Writing

Uses the following basic mechanics of writing correctly:

- Apostrophe in a contraction; commas in a series (e.g., Mary, Jim and Joe), in the date, between the name of a town and state, and in salutation and closing of a letter
- Capital letters in names of days, months and holidays, and salutation and closing of a letter
- Applies knowledge of spelling in everyday writing activities

Writes in complete sentences

Begins to use formal language patterns in place of informal or conversational language patterns in own writing (e.g., proper verb forms)

Makes reasonable judgments about what to include in written products

Begins to use a writing process in producing written work

Uses some elaboration and specific details in written work

Demonstrates some organization and/or sequencing in written work

Produces a variety of compositions (e.g., stories, short reports, letters)

THIRD GRADE READING COMPETENCIES

Word Identification

Knows sounds for a wide range of suffixes and prefixes (e.g., -able, -tion, -ment; and ex-, re-)

Uses letter-sound correspondence and structural analysis to decode multisyllable words

Recognizes many common words automatically

Uses context to read accurately words with more than one pronunciation (e.g., an object vs. to object)

Has well-developed, generally accurate and increasingly automatic word-identification skills

Fluent and Accurate Word Identification In Context

Applies known decoding skills while reading in context

Monitors comprehension and accuracy while reading in context and self-corrects errors

Reads longer, more complex text and chapter books independently and silently

Reads aloud with accuracy, fluency and expression any text appropriately designed for third grade

Meets end-of-third grade standard for accuracy on the state-approved informal reading assessment

Comprehension

Answers literal and inferential questions about grade-appropriate books read aloud by the teacher and about own reading in context (at instructional level)

Explains grade-appropriate vocabulary

Explains common homophones (e.g., fair/fare or maid/made) and homographs (e.g., a lead weight vs. to lead the way)

Infers word meanings from taught roots, prefixes and suffixes

Infers word meanings from context

Recognizes pronoun referents in a text

Applies comprehension strategies, such as summarization and prediction, to grade-appropriate stories read aloud by the teacher and to own reading in context (at instructional level)

Clearly identifies specific words or phrases that are causing comprehension difficulties

Interprets fiction by discussing underlying theme or message and by making connections to background knowledge and other text

Interprets nonfiction by distinguishing cause and effect, fact and opinion, main idea and supporting details

Summarizes major points from both fiction and nonfiction texts

Cites evidence from texts to support conclusions

Selects, synthesizes and/or uses relevant information from a text to include in an extension or response to the text

Uses a glossary or index to locate information in a text

Interprets graphic information in a text, such as charts, tables, diagrams, etc.

Recognizes values, ethics and beliefs included in a text

Reads aloud and silently with comprehension any text appropriately designed for third grade

Meets end-of-third grade standard for comprehension on the state-approved informal reading assessment

Spelling

Spells correctly words taught as part of third grade spelling curriculum

Spells words involving previously studied generalizations and word patterns correctly

Spells many common homophones (e.g., two, to, too; there, their, they're) correctly

Uses knowledge about morphology and structural analysis as an aid to spelling words

Writing

Uses the following basic mechanics of writing correctly:

- Apostrophe to show possession; quotation marks
- Capital letters in titles and quotations
- Indentation in paragraphing
- Applies knowledge of spelling in everyday writing activities

Writes in complete and varied sentences

Shows increasing use of formal language patterns in place of informal or conversational language patterns in own writing (e.g., literary language forms such as figurative language)

Shows sensitivity to text structure in writing as well as in reading (e.g., recognizes that a report is organized differently from a story)

With some guidance, uses all aspects of a writing process in producing own compositions and reports, including independent editing of spelling and mechanics

Presents and discusses own writing with other students and responds helpfully to other students' compositions

Fully elaborates written work with specific details

Demonstrates a strong organizational strategy and/or sequencing in written work

Writes a fully developed narrative in which all key characters and events are expanded upon

Produces a variety of written work (e.g., literature response, reports, "published" books)

TEACHER COMPETENCIES

- I. Effective K-3 teachers of literacy have a broad knowledge base about areas essential to effective literacy instruction.

They:

- A. Understand **the relationship between oral language and literacy** (reading, spelling, writing)
1. They have knowledge about a variety of oral-language competencies (e.g., vocabulary, phonological awareness, listening comprehension) and how these competencies play a role in learning to read.
 2. They understand the differences between informal/conversational language and formal/literate language.
 3. They recognize the importance of talking with children, and encouraging talk among children, in developing oral-language competencies.
 4. They recognize the importance of reading to children in developing both oral-language competencies and print-related knowledge (e.g., basic print concepts).
 5. They understand the basis for speech-sound confusions that may affect reading and spelling (e.g., /b/ and /p/ are frequently confused because they are articulated in the same way, except that /b/ is voiced and /p/ is not).
 6. They have knowledge about comprehension strategies.
 7. They understand the meaning and importance of "active construction of meaning."
 8. They understand the meaning and importance of "emergent literacy."
 9. They have knowledge about learning theory.
- B. Know **the stages and processes of children's development** in areas central to literacy:
1. oral language (listening and speaking)
 2. reading
 3. spelling
 4. writing

C. Understand **the nature of written English**

1. They understand that English is an alphabetic writing system with complex letter-sound and spelling-sound mappings.
2. They know common letter-sound and spelling-sound relationships in English, including sounds for larger units, such as -tion.
3. They know the various syllable structures characteristic of written English (e.g., closed, open, silent e syllables).
4. They recognize common phonetically irregular (exception) words in English.
5. They understand how to do structural analysis of long words and why structural analysis is useful.
6. They understand the role of morphology in written English.

D. Have **knowledge about diverse learners**

1. They understand the impact of limited knowledge of spoken English on literacy acquisition (e.g., the importance of a base of oral competence in a language to learning to read in that language, the processes of first- and second-language acquisition, and how to facilitate children's acquisition of spoken and written English).
2. They understand the impact of dialect differences on literacy acquisition (e.g., understanding what a dialect is, specific features of dialects and how to facilitate children's acquisition of standard English).
3. They understand the impact of children's background knowledge on literacy acquisition.
4. They understand the impact of various language difficulties and disorders (e.g., hearing impairment or language delay) on literacy acquisition.
5. They know the common characteristics of children who experience reading difficulties and specific indicators for teacher intervention.
6. They understand the importance of knowing children's strengths as well as their weaknesses and of capitalizing on these strengths in instruction.
7. They understand the importance of challenging and meeting the needs of high-achieving students as well as those experiencing difficulties.

E. Have **knowledge about assessment**

1. They recognize the importance of ongoing assessment in guiding instruction.
2. They understand the purposes of different kinds of assessment (e.g., assessment to screen and diagnose risk vs. assessment to measure progress over time).
3. They know about a variety of assessment tools (e.g., screening and diagnostic measures, informal reading inventories, running records, word lists, teacher-designed tests, analysis of reading and spelling errors, portfolios, standardized tests) that are useful in assessment of literacy and literacy-related abilities.
4. They understand the advantages and disadvantages of different approaches to assessment (e.g., authentic literacy assessments vs. standardized tests).
5. They understand basic concepts involved in test selection and interpretation, such as reliability, validity and standard error.

6. They know how to interpret and use the results of various assessments.
- F. Know about a wide variety of **instructional resources and children’s books**
1. They understand the importance of providing children with books matched to their reading levels and interests.
 2. They understand the ways that different types of books may be useful in reading instruction (e.g., “big books” may be useful for developing basic print concepts, rhyming and alliterative books for developing phonological awareness, decodable books for providing practice applying decoding skills in context, children’s literature for developing broad language abilities, and nonfiction books for developing a knowledge base about a particular topic).
 3. They know about a range of books suitable for children of varying reading levels, interests and cultural backgrounds.
 4. They know about a range of books of different genres (e.g., fiction vs. nonfiction texts).
 5. They know about various technological resources (.e., software programs and the Internet).
 6. They understand the importance of connecting children and their parents with public libraries for access to books, motivational programs and professional assistance during times when school libraries, media centers and media specialists are not available (e.g., evenings, weekends, summer).
- G. Understand the importance of a variety of factors in fostering **motivation** to read, such as exhibiting their own enthusiasm for reading, giving children choices of reading material, ensuring that reading materials are not too difficult, and using books as intrinsic rewards.
- H. Recognize the importance of **collaborating with colleagues** (in school and in other community agencies, such as the public library) and parents.
- I. Know about **research** findings.
1. They know basic patterns of research findings in reading.
 2. They understand and can apply to the interpretation of educational research basic scientific concepts (e.g., the importance of systematic observation and testing, stating claims in ways that are potentially falsifiable, considering alternative explanations of evidence).
 3. They understand the need for keeping reasonably current with basic research findings on an ongoing basis.
- II. Effective K-3 teachers of literacy can teach important aspects of literacy well to a wide range of children.

They:

- A. Can teach **word-identification skills** effectively, including:
1. Phonological and phonemic awareness

2. Basic print concepts
 3. Common letter-sound and spelling-sound correspondences, including correspondences for groups of letters (e.g., igh, oo, tion)
 4. Developing children's understanding of the alphabetic principle
 5. Word decoding, using synthetic as well as analytic strategies, and teaching multisyllable as well as single-syllable words
 6. Structural analysis
 7. Sight-word knowledge (e.g., teaching irregular or exception words by sight)
- B. Can teach effectively skills for **fluent and accurate word identification in context**, including:
1. Encouraging children to apply known decoding skills when reading in context
 2. Encouraging children to monitor comprehension while reading in context
 3. Providing appropriate feedback and scaffolding during oral reading in context
 4. Developing children's fluency
 5. Selecting books that are appropriate for a particular child or group of children (e.g., books of appropriate difficulty)
 6. Encouraging independent reading
- C. Can teach **comprehension** effectively, in both listening and reading, including:
1. Vocabulary, including multiple meanings of words, idiomatic expressions and literary language
 2. The use of comprehension strategies, such as summarization and prediction
 3. Important aspects of text structure (e.g., narrative and expository text structure)
 4. Adding scaffolded questions that foster discussion, elaboration and active construction of meaning
 5. Helping children relate reading to their own experiences and to prior knowledge
 6. Building children's background knowledge
 7. Dividing texts into appropriate segments for comprehension instruction
 8. Encouraging attention to formal language patterns (e.g., correct verb forms) in texts
- D. Can teach **spelling** effectively, including:
1. Developing children's abilities to use letter-sound and spelling-sound correspondences, phonemic awareness and understanding of the alphabetic principle in spelling
 2. Developing conventional spelling competencies appropriate to each grade level
 3. Drawing children's attention to common letter patterns within words
 4. Teaching common spelling generalizations (such as dropping silent e before adding -ing)
 5. Drawing children's attention to morphological and structural relationships among words (e.g., heal/health)
 6. Encouraging application of spelling knowledge to everyday writing

- E. Can teach **writing** effectively, including:
1. Guiding children through the stages of a writing process, with planning, composing, revision and editing of written products
 2. Providing appropriate feedback and scaffolding while “coaching” children in writing
 3. Teaching various purposes for writing
 4. Demonstrating the connections between reading and writing (e.g., a writer organizes his or her story around a beginning, middle and end; a reader uses story structure – beginning, middle and end – to facilitate comprehension)
 5. Encouraging use of formal language patterns (e.g., correct verb and pronoun forms) and literary words (e.g., new vocabulary encountered in reading) in children’s writing
 6. Developing clarity, descriptiveness and elaboration of writing
 7. Teaching organization and paragraphing
 8. Teaching sentence structure (e.g., avoiding sentence fragments and using varied sentence lengths)
 9. Teaching basic mechanics of writing (e.g., capitalization, punctuation, handwriting)
- F. Can effectively **manage classroom instruction**, given appropriate resources, including:
1. Adapting instruction to meet individual differences in each area of reading (word identification, fluent and accurate word identification in context, comprehension, spelling, writing)
 2. Effectively grouping children for instruction using a variety of flexible small-group and large-group formats, depending on what is appropriate in a given situation
 3. Providing opportunities for oral-language use and verbal interaction (child-child verbal interaction as well as teacher-child interaction)
 4. Effectively coordinating and integrating instruction in the various areas of literacy, both with each other and with all content areas
- G. Can effectively **use technology** in instruction.

III. Effective K-3 teachers of literacy can assess children’s competencies in key areas of literacy.

They:

- A. Can **administer and interpret measures of literacy routinely used with all children**, such as informal reading inventories, graded word lists, running records, portfolios of children’s work and standardized tests.
- B. Can **administer and interpret screening and diagnostic measures** designed to identify children at risk for reading difficulties.

- C. Can **informally assess, on an ongoing basis, children’s competencies** in:
 - 1. word identification;
 - 2. fluency and accuracy of word identification in context;
 - 3. comprehension;
 - 4. spelling; and
 - 5. writing
- D. Can **use knowledge about developmental stages and processes** (in oral language, reading, spelling and writing) to assess children’s performance and to improve instruction.
- E. Can **use the results of assessment to improve instruction** for a given child or group of children.

IV. Effective K-3 teachers of literacy can motivate a broad range of children to read and write.

They:

- A. Model enjoyment and appreciation of books, reading and writing.
- B. Develop children’s awareness of and curiosity about books, words and ideas.
- C. Provide children with interesting and appropriate choices of reading material.
- D. Encourage social interaction around books and literacy (e.g., book sharing, sharing of writing, peer recommendations of authors).
- E. Use books and other literacy-related materials as incentives.

V. Effective K-3 teachers of literacy collaborate with other professionals and with parents to promote children’s literacy achievement and motivation

They:

- A. Collaborate with specialists, including reading specialists, special educators, bilingual specialists, speech and language pathologists, library media specialists and public children’s librarians.
- B. Communicate with children’s families about ways to encourage children’s language and literacy development.
- C. Communicate with children’s families about children’s strengths and weaknesses on various assessments and classroom work.

APPENDIX C
Excerpts from the
CONNECTICUT PRESCHOOL CURRICULUM FRAMEWORK (2006)
Language and Literacy

CONTENT STANDARD #1:

Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.

PERFORMANCE STANDARDS:

Educational experiences will assure that preschool children will:

- **speak clearly, including use of appropriate tone and inflection;**

Children will moderate volume, speaking so that their words will be understood by peers and adults.

- **use multiple-word sentences or phrases to describe ideas, feelings and actions;**

Children will use several sentences, with at least five words in each sentence, to respond to a question or express ideas, thoughts and feelings.

- **speak to initiate a conversation or enter into a play situation; and**

Children will use language to engage in conversation by making statements or by asking questions.

- **speak for a variety of other purposes.**

Children use language to retell stories and experiences, make up stories, describe, ask questions, get information and ask for assistance.

CONTENT STANDARD #2:

Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories.

PERFORMANCE STANDARDS:

Educational experiences will assure that preschool children will:

- **demonstrate understanding of basic conversational vocabulary;**

Children will respond to their names, requests for action or information, and follow two-step directions.

- **demonstrate understanding of messages in conversation; and**

Children will attend to conversation and indicate understanding by their behavior.

- **retell information from a story.**

After listening to a story, children will retell the basic story line and will recall characters and location.

CONTENT STANDARD #3:

Preschool programs will provide children with opportunities to exhibit interest in reading.

PERFORMANCE STANDARDS:

Educational experiences will assure that preschool children will:

- **show independent interest in reading-related activities;**

Children will choose to read a book or engage in reading-related activities during learning-center time.

- **attend to a story;**

Children will listen with interest to a story read or told by an adult or another child

- **demonstrate book awareness;**

Children will hold a book upright, turn pages from the front of the book to the back, and scan pages from top to bottom and left to right.

- **recognize matching sounds and some printed letters; and**

Children will begin to become aware of the connection between letters and sounds.

- **recognize several printed words.**

Children will name several words that are familiar to them in their environment.

CONTENT STANDARD #4:

Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.

PERFORMANCE STANDARDS:

Educational experiences will assure that preschool children will:

- **use symbols or drawings to express thoughts, feelings and ideas;**

Children will draw or “write” about their experiences.

- **print or copy their first name; and**

Children will use a sample or will independently print their first name.

- **use letter-like approximations to write words or ideas.**

Children will develop an awareness of letters and the connection between oral language and writing. They will “write” words on paper without a sense of top or bottom, left to right or letter order in a word. Children may also use letter or word stamps, a computer or a typewriter.

APPENDIX D
Excerpts from the
2006 CONNECTICUT ENGLISH LANGUAGE ARTS CURRICULUM FRAMEWORK
PreK-Grade 3 Standards

The six Framework goals:

1. develop the skills to read, write, listen, speak, view and present texts to construct meaning;
2. read with understanding and respond thoughtfully to a variety of texts;
3. write and speak English proficiently to communicate ideas clearly;
4. choose and apply strategies that enhance the fluent and proficient use of language arts;
5. understand and appreciate texts from many literary periods and cultures; and
6. employ the language arts for lifelong learning, work and enjoyment.

STANDARD 1: Reading and Responding

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

Prekindergarten students will:

- a) identify current knowledge and awareness on a selected topic prior to a reading activity.
- b) recognize when they do not understand and apply appropriate strategies such as asking questions.
- c) organize information in proper sequence to use in a summary and/or retelling.
- d) listen to and begin to recognize different text structures.
- e) draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
- f) use pictures and some text to make inferences.

Kindergarten students will:

- a) use *prereading* activities to activate prior knowledge and establish purpose.
- b) identify points at which understanding breaks down and apply appropriate strategies to develop comprehension.
- c) organize information in proper sequence to use in a summary and/or retelling.
- d) begin to recognize that there are different text structures.
- e) draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.
- f) begin to make and justify inferences from texts heard, read, and viewed.

Grade 1 students will:

- a) use *prereading* activities to activate prior knowledge and establish purpose.
- b) identify points at which understanding breaks down and apply appropriate strategies to develop comprehension.
- c) organize information in proper sequence to use in a summary and/or retelling.
- d) recognize text structures.

- e) draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
- f) make and justify inferences from texts heard, read and viewed.

Grade 2 students will:

- a) use *prereading* activities to activate prior knowledge and establish purpose.
- b) identify points at which understanding breaks down and apply appropriate strategies to develop comprehension.
- c) organize information in proper sequence to use in a summary and/or retelling.
- d) recognize text structures.
- e) draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
- f) make and justify inferences from texts heard, read and viewed.

Grade 3 students will:

- a) use *prereading* activities to activate prior knowledge and establish purpose.
- b) monitor comprehension and apply appropriate strategies when understanding breaks down.
- c) recognize and organize relevant information in proper sequence to use in a summary.
- d) identify, use and explain text structures.
- e) draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
- f) make and justify inferences from texts heard, read and viewed.

1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Prekindergarten students will:

- a) generate and respond to questions.
- b) interpret information that is implied in a text.
- c) make and support judgments about texts heard.
- d) discuss and respond to texts by making text-to-self and text-to-text connections.
- e) discuss the topic or main idea of texts heard.
- f) choose a variety of genres to read for personal enjoyment.

Kindergarten students will:

- a) generate and respond to questions.
- b) interpret information that is implied in a text.
- c) begin to distinguish between fact and opinion.
- d) make and support judgments about texts.
- e) discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.
- f) discuss the topic or main idea of texts.
- g) choose a variety of genres to read for personal enjoyment.

Grade 1 students will:

- a) generate and respond to questions.
- b) interpret information that is implied in a text.
- c) distinguish between fact and opinion.
- d) make and support judgments about texts.
- e) discuss and respond to texts by making text-to-self, text-to-text and text-to-world

connections.

- f) discuss the topic or main idea of texts.
- g) choose a variety of genres to read for personal enjoyment.

Grade 2 students will:

- a) generate and respond to questions.
- b) interpret information that is implied in a text.
- c) distinguish between fact and opinion.
- d) make and support judgments about texts.
- e) discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.
- f) identify and discuss the topic or main idea of texts.
- g) choose a variety of genres to read for personal enjoyment.

Grade 3 students will:

- a) generate and respond to questions.
- b) interpret information that is implied in a text.
- c) distinguish between fact and opinion.
- d) make and support judgments about texts.
- e) discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.
- f) identify and discuss the topic or main idea of texts.
- g) choose a variety of genres to read for personal enjoyment.

1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Prekindergarten students will:

- a) begin to develop phonemic awareness and understanding of alphabetic principles.
- b) recognize that print conveys meaning and read several familiar printed words.
- c) develop vocabulary through listening to various texts and conversations, and speaking.
- d) use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).

Kindergarten students will:

- a) develop phonemic awareness and understanding of alphabetic principles.
- b) build sight word vocabulary.
- c) develop vocabulary through listening, speaking, reading and writing.
- d) use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).

Grade 1 students will:

- a) apply knowledge of letter-sound correspondence, structural, syntactical and contextual clues to read and understand words.
- b) build sight word vocabulary.
- c) recognize multiple meanings of words.
- d) develop vocabulary through listening, speaking, reading and writing.
- e) use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).

Grade 2 students will:

- a) use phonetic, structural, syntactical and contextual clues to read and understand words.

- b) build sight word vocabulary.
- c) explain multiple meanings of words.
- d) develop vocabulary through listening, speaking, reading and writing.
- e) use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).

Grade 3 students will:

- a) use phonetic, structural, syntactical and contextual clues to read and understand words.
- b) build sight word vocabulary.
- c) analyze the meanings of words and phrases in context.
- d) develop vocabulary through listening, speaking, reading and writing.
- e) use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).

1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Prekindergarten students will:

- a) listen to the opinions of others about written, oral and visual texts.
- b) share opinions and judgments based on the texts heard or viewed.

Kindergarten students will:

- a) listen to and respect the opinions of others about written, oral and visual texts.
- b) share opinions and judgments based on the texts heard, viewed or read.

Grade 1 students will:

- a) listen to and respect the opinions of others about written, oral and visual texts.
- b) share opinions and judgments based on the texts heard, viewed or read.

Grade 2 students will:

- a) listen to and respect the opinions of others about written, oral and visual texts.
- b) share opinions and judgments based on the texts heard, viewed or read.

Grade 3 students will:

- a) elicit, discuss and respect the opinions of others about written, oral and visual texts.
- b) share opinions and judgments based on the texts heard, viewed or read.

STANDARD 2: Exploring and Responding to Literature

Students read and respond to classical and contemporary texts from many cultures and literary periods.

2.1 Students recognize how literary devices and conventions engage the reader.

Prekindergarten students will:

- a) begin to recognize patterns in text.
- b) begin to understand there is a difference between fiction and nonfiction.
- c) listen to a text and explain why they like it.

Kindergarten students will:

- a) recognize patterns in text.
- b) distinguish between the structures of fiction and nonfiction.
- c) read or listen to a text and explain its appeal.
- d) begin to discuss elements of author's craft.

Grade 1 students will:

- a) begin to identify the elements of a genre and interact with the text.

- b) distinguish between the structures of fiction and nonfiction.
- c) read or listen to a text and explain its appeal.
- d) discuss elements of author's craft.

Grade 2 students will:

- a) identify the elements of a genre and interact with the text.
- b) distinguish between the structures of fiction and nonfiction.
- c) read or listen to a text and explain its appeal.
- d) identify and discuss elements of author's craft.

Grade 3 students will:

- a) identify the elements of a genre and interact with the text.
- b) identify the differences between the structures of fiction and nonfiction.
- c) read or listen to a text and explain its appeal.
- d) identify, find examples and discuss elements of author's craft.

2.2 Students explore multiple responses to literature.

Prekindergarten students will:

- a) offer a variety of responses to text heard or viewed.
- b) support personal viewpoints with evidence from the text.

Kindergarten students will:

- a) develop multiple responses while reading, listening to or viewing texts.
- b) support personal viewpoints with evidence from the text.

Grade 1 students will:

- a) develop and discuss multiple responses while reading, listening to or viewing texts.
- b) develop a critical stance and cite evidence to support the stance.

Grade 2 students will:

- a) develop and discuss multiple responses while reading, listening to or viewing texts.
- b) develop a critical stance and cite evidence to support the stance.

Grade 3 students will:

- a) develop and discuss multiple responses while reading, listening to or viewing texts.
- b) develop a critical stance and cite evidence to support the stance.

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Prekindergarten students will:

- a) make connections between characters' lives and their own.
- b) listen to and respond to stories about and from many cultures and times.
- c) respond to text about multicultural experiences.

Kindergarten students will:

- a) make connections between characters' lives and their own.
- b) listen to, read and respond to texts about and from many cultures and times.
- c) compare and respond to text about multicultural experiences.

Grade 1 students will:

- a) make connections between characters' lives and the real world.
- b) listen to, read and respond to texts about and from many cultures and times.
- c) compare and respond to text about multicultural experiences.

Grade 2 students will:

- a) make connections between characters' lives and the real world.
- b) listen to, read and respond to texts about and from many cultures and times.
- c) compare and respond to texts about multicultural experiences.

Grade 3 students will:

- a) make connections between characters' lives and the real world.
- b) listen to, read and respond to texts about and from many cultures and times.
- c) compare and respond to texts about multicultural experiences.

2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Prekindergarten students will:

- a) begin to recognize simple values and beliefs included in a text.
- b) discuss how the experiences of an author might influence the text.
- c) relate to the text based on their own experiences.
- d) discuss topics about and connections with other cultures.
- e) begin to discuss how an author, illustrator or filmmaker expresses his or her ideas in a text.

Kindergarten students will:

- a) recognize simple values and beliefs included in a text.
- b) discuss how the experiences of an author might influence the text.
- c) begin to understand that the experiences of a reader influence the interpretation of a text.
- d) discuss topics about and connections with other cultures.
- e) discuss how an author, illustrator or filmmaker expresses his or her ideas in a text.

Grade 1 students will:

- a) recognize values and beliefs included in a text.
- b) discuss how the experiences of an author might influence the text.
- c) describe how the experiences of a reader influence the interpretation of a text.
- d) discuss topics and connections that cross cultures.
- e) begin to discuss the influence of culture, history and ethnicity on themes and issues in literature.
- f) discuss how an author, illustrator or filmmaker expresses his or her ideas in a text.

Grade 2 students will:

- a) recognize values and beliefs included in a text.
- b) discuss how the experiences of an author might influence the text.
- c) describe how the experiences of a reader influence the interpretation of a text.
- d) discuss topics and connections that cross cultures.
- e) discuss the influence of culture, history and ethnicity on themes and issues in literature.
- f) discuss how an author, illustrator or filmmaker expresses his or her ideas in a text.

Grade 3 students will:

- a) recognize values, ethics and beliefs included in a text.

- b) discuss how the experiences of an author might influence the text.
- c) discuss how the experiences of a reader influence the interpretation of a text.
- d) discuss topics and connections that cross cultures.
- e) discuss the influence of culture, history and ethnicity on themes and issues in literature.
- f) identify and discuss the choices an author, illustrator or filmmaker makes to express his or her ideas in a text.

STANDARD 3: Communicating with Others

Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.

Prekindergarten students will:

- a) use oral language to communicate a message.
- b) dictate and tell stories beginning to use organizational patterns appropriate to the mode of writing.
- c) use symbols and letter approximations to write to delight in the imagination.

Kindergarten students will:

- a) use oral language to communicate a message.
- b) listen to or read a variety of genres to use as models for writing in different modes.
- c) write and tell stories using organizational patterns appropriate to the mode of writing.
- d) write to delight in the imagination.

Grade 1 students will:

- a) use oral language with clarity and voice to communicate a message.
- b) listen to or read a variety of genres to use as models for writing in different modes.
- c) write and tell stories using organizational patterns appropriate to the mode of writing.
- d) write to delight in the imagination.

Grade 2 students will:

- a) use oral language with clarity and voice to communicate a message.
- b) listen to or read a variety of genres to use as models for writing in different modes.
- c) use the appropriate features of narrative, expository or poetic writing.
- d) write to delight in the imagination.

Grade 3 students will:

- a) use oral language with clarity, voice and fluency to communicate a message.
- b) listen to or read a variety of genres to use as models for writing in different modes.
- c) use the appropriate features of narrative, expository or poetic writing.
- d) write to delight in the imagination.

3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

Prekindergarten students will:

- a) identify the difference between drawing and writing and make attempts at writing using scribbling, symbols or letters.
- b) use strategies to generate ideas for speaking, writing and visual activities.
- c) select and organize visual and auditory information to answer a specific question.
- d) publish and/or present final products in a myriad of ways, including dictation to adults.

Kindergarten students will:

- a) determine purpose and choose an appropriate written, oral or visual format.
- b) use strategies to generate and develop ideas for speaking, writing and visual activities.
- c) begin to revise texts for organization and elaboration.
- d) begin to research information from multiple sources for a specific purpose.
- e) publish and/or present final products in a myriad of ways, including the use of the arts and technology.

Grade 1 students will:

- a) determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.
- b) use strategies to generate and develop ideas for speaking, writing and visual activities.
- c) revise texts for organization and elaboration.
- d) research information from multiple sources for a specific purpose.
- e) publish and/or present final products in a myriad of ways, including the use of the arts and technology.

Grade 2 students will:

- a) determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.
- b) use strategies to generate and develop ideas for speaking, writing and visual activities.
- c) begin to revise texts for organization, elaboration, fluency and clarity.
- d) research information from multiple sources for a specific purpose.
- e) begin to examine sources of information and determine validity.
- f) publish and/or present final products in a myriad of ways, including the use of the arts and technology.

Grade 3 students will:

- a) determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.
- b) use strategies to generate and develop ideas for speaking, writing and visual activities.
- c) revise texts for organization, elaboration, fluency and clarity.
- d) research information from multiple sources for a specific purpose.
- e) examine sources of information and determine validity.
- f) publish and/or present final products in a myriad of ways, including the use of the arts and technology.

STANDARD 4: English Language Conventions

Students apply the conventions of standard English in oral, written and visual communication.

4.1 Students use knowledge of their language and culture to improve competency in English.

Prekindergarten students will:

- a) read, listen to and tell stories from a variety of cultures, and discuss similarities and differences in the way language is used.
- b) discuss variations between language patterns.

Kindergarten students will:

- a) read, listen to and tell stories from a variety of cultures, and discuss similarities and differences in the way language is used.
- b) discuss variations between language patterns.

Grade 1 students will:

- a) read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.
- b) recognize and understand variations among language patterns.

Grade 2 students will:

- a) read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.
- b) recognize and understand variations among language patterns.

Grade 3 students will:

- a) read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.
- b) recognize and understand variations among language patterns.

4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

Prekindergarten students will:

- a) use appropriate sentence patterns, such as statements, questions and directives.
- b) use appropriate language as related to audience.

Kindergarten students will:

- a) use sentence patterns typical of spoken and written language to produce text.
- b) use appropriate language as related to audience.

Grade 1 students will:

- a) use sentence patterns typical of spoken and written language to produce text.
- b) use appropriate language as related to audience.

Grade 2 students will:

- a) use sentence patterns typical of spoken and written language to produce text.
- b) use appropriate language as related to audience.

Grade 3 students will:

- a) use sentence patterns typical of spoken and written language to produce text.
- b) use appropriate language as related to audience.

4.3 Students use standard English for composing and revising written text.

Prekindergarten students will:

- a) recognize the difference between standard and nonstandard English and use language appropriately.
- b) use approximations of letters, or a few familiar letters, in their writing.

Kindergarten students will:

- a) recognize the difference between standard and nonstandard English and use language appropriately.
- b) demonstrate use of capitalization, punctuation and proper spelling of familiar sight words.

Grade 1 students will:

- a) recognize the difference between standard and nonstandard English and use language appropriately.
- b) demonstrate use of capitalization, punctuation and spelling skills.
- c) begin to use resources for proofreading and editing.

Grade 2 students will:

- a) recognize the difference between standard and nonstandard English and use language appropriately.
- b) demonstrate proficient use of proper mechanics, usage and spelling skills.
- c) use resources for proofreading and editing.

Grade 3 students will:

- a) recognize the difference between standard and nonstandard English and use language appropriately.
- b) demonstrate proficient use of proper mechanics, usage and spelling skills.
- c) use resources for proofreading and editing.

APPENDIX E
Excerpt from the
**NAEYC EARLY CHILDHOOD PROGRAM STANDARDS AND ACCREDITATION
 CRITERIA (2005)**

Excerpted from the National Association for the Education of Young Children (NAEYC), “NAEYC Early Childhood Program Standards and Accreditation Criteria,” in *NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education*, (Washington, DC: NAEYC, 2005) 20-23. Reprinted with permission. For further information, visit www.naeyc.org/accreditation.

Age Groups: U=Universal; I=Infant; T=Toddlers/twos; P=Preschool; K=Kindergarten

2.D Areas of Development: Language Development		
2.D.01	U, I, T, P, K	Children are provided with opportunities for language acquisition that align with the program philosophy, consider family perspectives, and consider community perspectives.
2.D.02	U, I, T, P, K	Children are provided with opportunities to experience oral and written communication in a language their family uses or understands.
2.D.03	U, I, T, P, K	Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events.
2.D.04	U, I, T, P, K	Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books.
2.D.05	T, P, K	Children who are nonverbal are provided with alternative communication strategies.
2.D.06	P-K	Children have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal and those that are related to the physical world.
2.D.07	P-K	Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.
2.E. Curriculum Content Area for Cognitive Development: Early Literacy		
2.E.01	I	Infants have varied opportunities to experience songs, rhymes, routine games and books through <ul style="list-style-type: none"> ▪ individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo).

		<ul style="list-style-type: none"> ▪ daily opportunities for each child to hear and respond to various types of books including picture books, wordless books, and books with rhymes. ▪ access to durable books that enable children’s independent exploration.
2.E.02	I	<p>Toddlers/twos have varied opportunities to experience books, songs, rhymes, and routine games through</p> <ul style="list-style-type: none"> ▪ individualized play that includes simple rhymes, songs, and sequences of gestures (e.g., finger plays, peek-a-boo, patty-cake, This Little Piggy). ▪ daily opportunities to hear and respond to various types of books including picture books, wordless books, and books with rhymes. ▪ access to durable books that enable independent exploration. ▪ experiences that help them understand that pictures represent real things in their environment.
2.E.03	T, P, K	<p>Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:</p> <ul style="list-style-type: none"> ▪ Items belonging to a child are labeled with his or her name. ▪ Materials are labeled. ▪ Print is used to describe some rules and routines. ▪ Teaching staff help children recognize print and connect it to spoken words.
2.E.04	P, K	<p>Children have varied opportunities to</p> <ul style="list-style-type: none"> ▪ be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. ▪ be read to regularly in individualized ways including one-to-one or in small groups of two to six children. ▪ explore books on their own and have places that are conducive to the quiet enjoyment of books. ▪ have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books. ▪ be read the same book on repeated occasions. ▪ retell or reenact events in storybooks. ▪ engage in conversations that help them understand the content of the book. ▪ be assisted in linking books to other aspects of the curriculum. ▪ identify the parts of books and differentiate print from pictures.
2.E.05	P, K	<p>Children have multiple and varied opportunities to write:</p> <ul style="list-style-type: none"> ▪ Writing materials and activities are readily available in art, dramatic play, and other learning centers. ▪ Various types of writing are supported including scribbling, letter-like marks, and developmental writing. ▪ Children have daily opportunities to write or dictate their ideas. ▪ Children are provided needed assistance in writing the words and messages they are trying to communicate.

		<ul style="list-style-type: none"> ▪ Children are given the support they need to write on their own, including access to the alphabet and to printed words about topics of current interest, both of which are made available at eye level or on laminated cards. ▪ Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.
2.E.06	P, K	<p>Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <ul style="list-style-type: none"> ▪ Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays. ▪ Children are helped to identify letters and the sounds they represent. ▪ Children are helped to recognize and produce words that have the same beginning or ending sounds. ▪ Children’s self-initiated efforts to write letters that represent the sounds of words are supported.
2.E.07	P, K	Children are given opportunities to recognize and write letters.
2.E.08	P, K	Children have access to books and writing materials throughout the classroom.
2.E.09	K	Kindergartners have varied opportunities to learn to read familiar words, sentences, and simple books.
2.E.10	K	Kindergartners are encouraged to identify phonemes in words through varied activities, including writing and games.
2.E.11	K	Each kindergartner is encouraged to write independently each day.

APPENDIX F

SAMPLE RESOURCES TO SUPPORT COURSE CONTENT DEVELOPMENT

Scientifically-Based Reading Research (SBRR)

- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
This is the official Early Reading First website. Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. This site includes excellent resources and information on a wide range of early literacy topics.
- <http://idea.uoregon.edu/~ncite/documents/techrep/tech19.html>
Emergent Literacy: Synthesis of the Research
This article covers many aspects of early literacy. The document was prepared by the National Center to Improve the Tools of Educators, funded by the U.S. Office of Special Education Programs.
- <http://www.fcrr.org>
Florida Center for Reading Research
This is the official site of the Florida Center for Reading Research. It includes outstanding resources, including PowerPoint presentations on a wide range of literacy-related topics, all presented from an SBRR perspective.
- www.nationalreadingpanel.org
National Reading Panel
In 1997, Congress asked the Director of the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health, in consultation with the Secretary of Education, to convene a national panel to assess the effectiveness of different approaches used to teach children to read.

For over two years, the National Reading Panel (NRP) reviewed research-based knowledge on reading instruction and held open panel meetings in Washington, DC, and regional meetings across the United States. On April 13, 2000, the NRP concluded its work and submitted "The Report of the National Reading Panel: Teaching Children to Read," at a hearing before the U.S. Senate Appropriations Committee's Subcommittee on Labor, Health and Human Services, and Education. The NRP has completed the research assessment of reading instruction approaches. The members no longer meet as a panel but continue to present NRP findings at various conferences and organizational meetings.

NICHD has formed a partnership with the National Institute for Literacy (NIFL) and the U.S. Department of Education to work on continued dissemination and implementation efforts of the NRP Report as part of NIFL's overall mission to disseminate and implement research-based reading practices.

Many organizations are turning to the NRP Report to highlight important findings that impact specific audiences such as parents, teachers, and school administrators. Such organizations are creating tools that will enable specific audiences to use the NRP findings best suited for them.

This website is updated regularly with information about NRP publications and materials, as well as upcoming speaking engagements by panel members. The site is also an archive, featuring the congressional charge to the NRP, biographies of NRP members, meeting minutes, and other historical information.

- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
This is the official Reading First website. Reading First is a focused nationwide effort to enable all students to become successful early readers. The program focuses on students in kindergarten through third grade. This site contains excellent information and resources.
- <http://www.readingonline.org>
Reading Online
This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- http://www.nifl.gov/partnershipforreading/publications/pdf/Stanovich_Color.pdf
Using Research and Reason in Education (2003)
Paula J. Stanovich and Keith E. Stanovich
Teachers believe in the power of information, but the rush of school life makes it difficult to stay current with the research on effective instruction. This brief paper will help teachers become discerning consumers of educational programs and materials. It provides guidance on how to recognize scientifically-based instructional strategies, and how to use the concepts of research in the classroom.
- http://www.nifl.gov/partnershipforreading/publications/science_research.pdf
What is Scientifically Based Research? (2005)
This brochure outlines the basic methods of evaluating educational research and using the scientific method in the classroom.

Stages and Processes of Children's Development in Areas Central to Literacy

- <http://www.sedl.org/reading/framework/>
The Cognitive Foundations of Learning to Read: A Framework (2005)
This site provides the entire document, *Cognitive Foundations of Learning to Read: A Framework*, from Southwest Educational Laboratory. The document includes: cognitive elements of learning to read, assessment techniques, research evidence, and ways to use the framework. The site also contains related resources such as an assessment database, instructional references, and instructional activities.
- <http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li100.htm>
Critical Issue: Addressing the Literacy needs of Emergent and Early Readers
Debra Johnson and Elizabeth Sulzby
The authors discuss the various stages in children's literacy development.
- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
This is the official Early Reading First website. Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. This site includes excellent resources and information on a wide range of early literacy topics.
- <http://www.heinemann.com>
Heinemann
This publisher offers a wealth of literacy resources, including the works of Irene C. Fountas and Gay Su Pinnell in phonics, guided reading, and their latest project on leveled books; Lucy Calkins on teaching writing; and Marie Clay on assessment and reading theory.
- <http://www.lesley.edu/crr/index.html>
Lesley University Center for Reading Recovery and Literacy Collaborative
The Literacy Collaborative at Lesley University provides a research-based instructional model that is student-centered, language-based, and process-oriented. This site contains many interesting professional development links.
- <http://www.ed.gov/pubs/RoadtoRead/part2.html>
On the Road to Reading (1997)
The article on this site emphasizes that literacy development programs should be based on an understanding of child development, recent research on brain development, and the natural, ongoing process through which most young children acquire language skills and become readers and writers. Successful programs to promote children's reading and literacy development should be built on this foundation.

- <http://www.readingonline.org>
Reading Online
 This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- <http://readingrockets.org/>
Reading Rockets
 This website has print and video resources (some with downloadable discussion guides) to support instruction on this and other topics.
- <http://www.arliteracymodel.com/index.php>
University of Arkansas Center for Literacy
 This website contains information on comprehensive, balanced literacy classrooms. It offers many practical teacher resources—including rubrics, lesson plans, and sample forms—as well as presentations and articles available for download.

Phonological and Phonemic Awareness

- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
 This is the official Early Reading First website. Early Reading First, part of the President’s “Good Start, Grow Smart” initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. This site includes excellent resources and information on a wide range of early literacy topics.
- <http://www.four-blocks.com/>
Four Blocks Literacy Model
 The Four-Blocks® Literacy Model is a multilevel, balanced literacy framework, developed by Drs. Patricia Cunningham and Dorothy Hall, that incorporates four different approaches each day to teach children how to become better readers, writers, and spellers. This site provides an overview of the various components to the model, and makes more in-depth resources available for purchase.
- <http://www.heinemann.com>
Heinemann
 This publisher offers a wealth of literacy resources, including the works of Irene C. Fountas and Gay Su Pinnell in phonics, guided reading, and their latest project on leveled books; Lucy Calkins on teaching writing; and Marie Clay on assessment and reading theory.

- <http://www.kidsource.com/kidsource/content2/phoemic.p.k12.4.html>
Phonemic Awareness: An Important Early Step in Learning to Read
 Roger Sensenbaugh
 This digest explores the awareness that spoken language is made up of discrete sounds and discusses why this concept is so important to early childhood educators, its relation to the debate on the best type of reading instruction, and finally, teaching methods that may help children develop this awareness.
- http://www.ldonline.org/ld_indepth/reading/chard_phono_awareness.html
Phonological Awareness: Instructional and Assessment Guidelines (1999)
 David J. Chard and Shirley V. Dickson
 This lengthy article discusses the research on phonological awareness and provides teaching suggestions. There is an extensive section on assessment.
- <http://www.slingerland.org/newsletters/00-phonological.htm>
Phonological Awareness, Phonemic Awareness and Phonics. What Are They? How Do they Differ? (2000)
 Nancy Cushen White
 The author discusses the differences between phonological awareness, phonemic awareness, phonics, and the skills they require, and provides a list of resources.
- <http://www.nifl.gov/partnershipforreading/publications/PFRbooklet.pdf>
Put Reading First (2003)
 This 64-page booklet provides teachers with a summary of the findings of the National Reading Panel from its review of reading research. Organized by major reading topic for kindergarten through grade 3 (phonemic awareness instruction, phonics instruction, vocabulary instruction, fluency instruction, and text comprehension instruction), the booklet lists the main findings from the research, suggests how the findings can be translated to practice, and answers some frequently asked questions about each topic.
- <http://www.readingonline.org>
Reading Online
 This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- <http://readingrockets.org/>
Reading Rockets
 This website has print and video resources (some with downloadable discussion guides) to support instruction on this and other topics.
- www.sopriswest.com
Sopris West Educational Services
 This publisher offers a range of classroom texts and instructor supports that are based on SBRR. One very popular series is the LETRS (*Language Essentials for Teachers of Reading and Spelling*) by Louisa Cook Moats. This series includes

instructor presentation materials (PowerPoint presentations, pre-formatted handouts and activities), student workbooks/materials (for college students), and video supports. Topics addressed include: Oral Language Foundation, Phonemic Awareness, Phonics, Fluency, Vocabulary, Text Comprehension Instruction, Assessment of Reading, and Middle and Secondary Reading.

The Nature of Written English

- <http://www.geocities.com/CollegePark/3920/#seman>
Linguistics: An Introduction
This site provides basic terms regarding the structure of the English language.
- <http://www.readingonline.org>
Reading Online
This electronic journal of the International Reading Association contains hundreds of articles on a range of literacy topics, searchable by keyword or author/title/subject.

www.universalteacher.org.uk/lang/engstruct.htm
Structure of English Language
This site contains a basic guide to how the English language is constructed.

Knowledge of Print

- <http://www.reading.org/Library/Retrieve.cfm?D=10.1598/0872075788.2&F=bk578-2-Justice.pdf>
Building Print Knowledge: Supporting Early Print Discoveries (2005)
Laura M. Justice, et al.
In this chapter from the book *Scaffolding with Storybooks*, the authors discuss how print knowledge develops and provide activities using children’s books to support that development.
- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
This is the official Early Reading First website. Early Reading First, part of the President’s “Good Start, Grow Smart” initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. This site includes excellent resources and information on a wide range of early literacy topics.
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
This is the official Reading First website. Reading First is a focused nationwide effort to enable all students to become successful early readers. The program focuses on students in kindergarten through third grade. This site contains excellent information and resources.

- http://www.asha.org/NR/rdonlyres/8D040F74-35C3-4672-8A81-E2AC17EB8C3E/0/12994_1.pdf
Use of Storybook Reading to Increase Print Awareness in At-risk Children (2002)
Laura M. Justice and Helen K. Ezell
This is a description of the study that evaluated the impact of storybook reading, with an emphasis on print, on at-risk preschoolers.

Phonics Taught in a Systematic and Explicit Manner

- <http://www.heinemann.com>
Heinemann
This publisher offers a wealth of literacy resources, including the works of Irene C. Fountas and Gay Su Pinnell in phonics, guided reading, and their latest project on leveled books; Lucy Calkins on teaching writing; and Marie Clay on assessment and reading theory.
- http://www.nifl.gov/partnershipforreading/publications/reading_first1phonics.html
Phonics Instruction (2001)
This section of *Put Reading First* discusses systematic phonics instruction and its importance.
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
This is the official Reading First website. Reading First is a focused nationwide effort to enable all students to become successful early readers. The program focuses on students in kindergarten through third grade. This site contains excellent resources.
- <http://www.readingonline.org>
Reading Online
This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- <http://readingrockets.org/>
Reading Rockets
This website has print and video resources (some with downloadable discussion guides) to support instruction on this and other topics.
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Reading Fluency

- http://www.nifl.gov/partnershipforreading/publications/reading_first1fluency.html
Fluency Instruction (2001)
This section from *Put Reading First* is a discussion of the topic that provides examples of fluent reading and teaching suggestions.
- <http://dibels.uoregon.edu/measures/orf.php>
Oral Reading Fluency Retell Fluency
This site describes the DIBELS test for accuracy and fluency and provides a short video clip showing administration of this test.
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
This is the official Reading First website. Reading First is a focused nationwide effort to enable all students to become successful early readers. The program focuses on students in kindergarten through third grade. This site contains excellent information and resources.
- <http://www.auburn.edu/~murraba/fluency.html>
The Reading Genie: Developing Reading Fluency
This article defines reading fluency and suggests several teaching approaches to help children develop this skill.
- <http://www.readingonline.org>
Reading Online
This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- <http://readingrockets.org/>
Reading Rockets
This website has print and video resources (some with downloadable discussion guides) to support instruction on this and other topics.
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Vocabulary, Text Comprehension Instruction, Assessment of Reading, and Middle and Secondary Reading.

Vocabulary Development

- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
This is the official Early Reading First website. Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. This site includes excellent resources and information on a wide range of early literacy topics.
- <http://www.resourceroom.net/comprehension/vocabaactivities.asp>
Multisensory Vocabulary Guidelines and Activities (1999)
Susan Jones
In this article, the author provides many suggestions for helping children learn vocabulary in ways that will foster recall and use of new words.
- <http://www.readingonline.org>
Reading Online
This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- http://www.nifl.gov/partnershipforreading/publications/reading_first1vocab.html
Vocabulary Instruction (2001)
This section from *Put Reading First* discusses the definition of vocabulary, the different kinds of vocabulary, what scientific reading research says about vocabulary development, and sound instructional practice.

Book Selection and Discussion

- <http://www.ala.org>
American Library Association
This site provides lists of recommended books in a variety of genres. It presents ALA award-winning books of the Caldecott, Newbery, Coretta Scott King, and other award committees.
- <http://www.nwrel.org/learns/pastfeature/feature299.html>
Developmental Considerations in Selecting Books for Children (1998)
This article discusses how to choose books that meet the developmental considerations of preschool, first, second, and third grade children and a list of books that meet these criteria.

- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
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- <http://www.uwosh.edu/library/emc/literature.html>
Educational Media Collection
 This site leads teachers to reviews of the best children's books.
- <http://www.evalutech.sreb.org/criteria/index.asp>
Evaluation Review Criteria
 This site provides criteria for evaluating various genres of children's literature.
- <http://www.heinemann.com>
Heinemann
 This publisher offers a wealth of literacy resources, including the works of Irene C. Fountas and Gay Su Pinnell in phonics, guided reading, and their latest project on leveled books; Lucy Calkins on teaching writing; and Marie Clay on assessment and reading theory.
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
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- <http://www.readingonline.org>
Reading Online
 This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- http://www.library.wvu.edu/lmt/page.phtml?page_id=444
Selecting/Evaluating Multicultural Literature
 This article provides general criteria for selecting all genres of children's books, special criteria for selecting multicultural books, and a list of related articles.

Comprehension

- <http://www.ed.gov/programs/earlyreading/index.html>
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Reading Rockets
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Sopris West Educational Services
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- http://www.nifl.gov/partnershipforreading/publications/reading_first1text.html
Text Comprehension Instruction (2001)
This section from *Put Reading First* defines comprehension, lists the main findings from the research, and provides examples of questions and other instructional practices to foster reading comprehension.

Teaching Spelling

- <http://books.heinemann.com/shared/onlineresources/08894/08894f4.html>
Facts (1996)
This brief article provides some research findings regarding spelling, some ideas for helping children learn to spell, and a list of related resources.
- <http://www.readingonline.org>
Reading Online
This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- <http://www.ldonline.org/article/5587>
Spelling and Students with Learning Disabilities (2005)
Louise Spear-Swerling
The author provides suggestions for teaching spelling to students with learning disabilities. Many resources are listed as well.
- <http://www.readingrockets.org/articles/80>
Word Study: A New Approach to Teaching Spelling (2000)
Diane Henry Leipzig
The author advocates teaching spelling by helping children to understand the patterns in words.

Children with Special Needs

- <http://www.asha.org/default.htm>
American Speech-Language-Hearing Association
This association supports teachers who have students with speech, language, and/or hearing difficulties.
- <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>
IDEA 2004 Resources
This site provides news and information on the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA), the nation's law that works to improve results for infants, toddlers, children, and youth with disabilities.

- <http://www.interdys.org/>
International Dyslexia Association
 This is the official website of the International Dyslexia Association (IDA). IDA provides support to individuals with dyslexia and their families. Information sheets and other resources are available here.
- http://www.ldonline.org/ld_indepth/writing/prevention_intervention.html
Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities (2001)
 Steve Graham, Karen R. Harris, and Lynn Larsen
 The authors present six principles designed to prevent writing difficulties as well as to build writing skills.
- <http://www.readingonline.org>
Reading Online
 This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.

English Language Learners

- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
 This is the official Early Reading First website. Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. This site includes excellent resources and information on a wide range of early literacy topics.
- <http://www.wested.org/policy/pubs/fostering/>
Fostering Academic Success for English Language Learners: What Do We Know?
 Robert Linquanti
 This site contains many links to information about helping English Language Learners (ELLs) achieve academic success.
- <http://www.cal.org/acqlit/resources/Literacy-OELA-11-13-02.pdf>
Literacy for English Language Learners: Four Key Issues (2002)
 Diane August
 Although the slides in this presentation given to the U.S. Department of Education are not included, the informative commentary is. This is a discussion of what is known about reading in a second language and effective teaching practice.

- <http://www.ncte.org/about/over/positions/category/div/124545.htm>
NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs) (2006)
 The position paper from NCTE is an excellent resource for teachers who work with ELL students in their classrooms. It describes who these students are and includes methods of helping ELL students learn to speak, read, and write English. There is information on how to combine language and content teaching, and a bibliography of helpful books and articles.
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
 This is the official Reading First website. Reading First is a focused nationwide effort to enable all students to become successful early readers. The program focuses on students in kindergarten through third grade. This site contains excellent information and resources.
- <http://www.readingonline.org>
Reading Online
 This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- www.sopriswest.com
Sopris West Educational Services
 This publisher offers a range of classroom texts and instructor supports that are based on SBRR. One very popular series is the LETRS (*Language Essentials for Teachers of Reading and Spelling*) by Louisa Cook Moats. This series includes instructor presentation materials (PowerPoint presentations, pre-formatted handouts and activities), student workbooks/materials (for college students), and video supports. Topics addressed through this series include, but are not limited to: Oral Language Foundation, Phonemic Awareness, Phonics, Fluency, Vocabulary, Text Comprehension Instruction, Assessment of Reading, and Middle and Secondary Reading.

Learners in Urban Environments

- <http://urbanteaching.hamline.edu/index.htm>
Center for Excellence in Urban Teaching
 This site provides many links with information on teaching urban learners.
- <http://education.osu.edu/gcartledge/urbaninitiative/Default.htm>
Culturally Responsive Instruction for Urban Learners
 Gwendolyn Cartledge
 There are several links to information on effective instruction of urban learners.

- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
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- <http://www.temple.edu/lss/pdf/spotlights/400/spot404.pdf>
Multimedia Literacy Activity: Motivating and Engaging Young Urban Learners
 (1999)
 Nancy E. Taylor, et al.
 This article describes how the motivation of second graders with little interest in reading or writing vastly improved when they were given the opportunity to create stories using HyperStudio.
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
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- <http://www.readingonline.org>
Reading Online
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- www.sopriswest.com
Sopris West Educational Services
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- <http://p12.osu.edu/documents/conference%20materials/P-12%20Handout-cartledge.doc>
Urgent, Intense Instruction: Preventing Reading Failure in the Kindergarten, First Grade Urban Learner (2005)
Gwendolyn Cartledge and Shobana Musti-Rao
The authors discuss the issues involved in teaching urban learners to read and the results of a program designed to make these young children successful.

Ongoing Literacy Assessment to Support Instruction

- <http://www.ces.k12.ct.us/page.cfm?p=42> or www.ces.k12.ct.us
Connecticut Reading First
This is Connecticut's official Reading First site. Connecticut's Reading First grant is managed by Cooperative Education Services (CES).
- <http://dibels.uoregon.edu>
DIBELS Home Page
This site provides users with FREE training and assessment materials for the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a literacy screening and progress monitoring instrument supported by Reading First. This tool allows educators to determine those children at risk of not meeting minimum literacy benchmarks so that targeted interventions can be provided, and helps determine if interventions are effective, or if they need to be modified and/or replaced.
- <http://nccic.org/pubs/goodstart/assessment-literacy.html>
Early Language and Literacy Observation and Assessment Tools
This site from the U.S. Department of Health and Human Services describes various literacy screening tools, including PALS and ELLCO.
- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
This is the official Early Reading First website. Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to prepare young children, especially those from low-income families, to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. The site includes excellent resources on a range of early literacy topics.
- <http://www.heinemann.com>
Heinemann
This publisher offers a wealth of literacy resources, including the works of Irene C. Fountas and Gay Su Pinnell in phonics, guided reading, and their latest project on leveled books; Lucy Calkins on teaching writing; and Marie Clay on assessment and reading theory.
- <http://www.literacyfirst.com/orsa.asp#Purchasing%20Literacy%20First%20Assessments>
Oklahoma Reading Sufficiency Act
This site describes many different literacy screening instruments and provides information about where to purchase them. There are also articles about literacy development.

- <http://idea.uoregon.edu/projects/projects.html>
Oregon Reading First
 The Oregon Reading First site includes an analysis of K-3 reading assessments.
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
 This is the official Reading First website. Reading First is a focused nationwide effort to enable all students to become successful early readers. The program focuses on students in kindergarten through third grade. This site contains excellent information and resources.
- <http://www.readingonline.org>
Reading Online
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Sopris West Educational Services
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- <http://www.eduplace.com/rdg/res/litass/>
Understanding Authentic Classroom-Based Literacy Assessment (1997)
 Sheila W. Valencia
 This is a lengthy article that discusses many aspects of authentic assessment.

Motivating Children to Read and Write

- <http://www.readingonline.org/articles/handbook/guthrie/index.html>
Contexts for Engagement and Motivation in Reading
 John T. Guthrie
 This chapter from the *Handbook of Reading Research* (2000) provides ways for teachers to motivate children to read and write.
- <http://www.literacytrust.org.uk/Research/readmotivabstracts.html>
Reading Motivation: Research Abstracts
 This site provides abstracts of several excellent journal articles about reading motivation.

- <http://www.readingonline.org>
Reading Online
This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.

Evaluating Curricula

- <http://www.ces.k12.ct.us/page.cfm?p=42> or www.ces.k12.ct.us
Connecticut Reading First
This is Connecticut's official Reading First site. Connecticut's Reading First grant is managed by Cooperative Education Services (CES).
- <http://www.ed.gov/programs/earlyreading/index.html>
Early Reading First
This is the official Early Reading First website. Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. This site includes excellent resources and information on a wide range of early literacy topics.
- <http://reading.uoregon.edu/curricula/index.php>
Effective, Research-Based Reading Programs
This site provides evaluations of many well-known reading programs, as well as articles about criteria for judging effective curricula.
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
This is the official Reading First website. Reading First is a focused nationwide effort to enable all students to become successful early readers. The program focuses on students in kindergarten through third grade. This site contains excellent information and resources.
- <http://readingrockets.org/>
Reading Rockets
This website has print and video resources (some with downloadable discussion guides) to support instruction on this and other topics.
- <http://rwproject.tc.columbia.edu/>
The Teachers College Reading and Writing Project
Website for the Teachers College Reading and Writing Project, led by Lucy Calkins, nationally known literacy expert and author of *The Art of Teaching Writing* (1994), a publication that addresses writing in primary grades.

General Resources

- <http://www.calread.net/resources/specialvideo.html>
A Blueprint for Professional Development for Teachers of Reading and Writing: Knowledge, Skills, and Learning Activities (2002)
Louisa Moats
A video of this paper being presented by Louisa Moats at a Reading Research Symposium in Washington, DC can be ordered by going to the above website.
- <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320850>
Connecticut's Blueprint for Reading Achievement (2000)
This document outlines grade level literacy expectations for K-3 and outlines teacher competencies necessary for educators to effectively teach children how to read.
- <http://www.ces.k12.ct.us/page.cfm?p=42> or www.ces.k12.ct.us
Connecticut Reading First
This is Connecticut's official Reading First site. Connecticut's Reading First grant is managed by Cooperative Education Services (CES).
- <http://www.state.ct.us/sde/>
Connecticut State Department of Education
This site provides information on Head Start, Preschool, and School Readiness. Full texts of documents such as position papers, the *CT Curriculum Framework*, *Early Literacy Concept Paper*, *CT Assessment Framework*, and more, are available.
- <http://www.dec-sped.org/index.html>
The Division for Early Childhood
The Division for Early Childhood (DEC) is one of seventeen divisions of the Council for Exceptional Children (CEC), the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.
- <http://www.learningfirst.org/lfa-web/rp?pa=doc&sa=download>
Every Child Reading: An Action Plan of the Learning First Alliance
This action plan calls on educators and policy makers to ensure that teaching practices are aligned with the latest reading research.
- http://www.nifl.gov/partnershipforreading/publications/reading_first2.html
Helping Your Child Learn to Read: A Parent Guide, Preschool through Grade 3 (2001)
This guide from *Put Reading First* explains what parents can do at home with their children, as well as what they should see teachers doing in school, in order to help children in preschool through grade 3 develop effective reading skills.

- <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>
IDEA 2004 Resources
 This site provides news and information on the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA), the nation's law that works to improve results for infants, toddlers, children and youth with disabilities.
- <http://www.interdys.org/>
International Dyslexia Association
 This is the official website of the International Dyslexia Association (IDA). IDA provides support to individuals with dyslexia and their families. Information sheets and other resources are available here.
- www.reading.org
International Reading Association (IRA)
 IRA provides useful information about teaching reading. The link to Issues in Literacy, <http://www.reading.org/resources/issues/index.html>, is especially helpful.
- <http://naeyc.org/about/positions/pdf/PSREAD98.PDF>
Learning to Read and Write: Developmentally Appropriate Practices for Young Children (1998)
 This joint position paper of the National Association for the Education of Young Children (NAEYC) and International Reading Association (IRA) deals with many aspects of teaching language and literacy.
- www.naeyc.org
National Association for the Education of Young Children (NAEYC)
 This is the official site of the organization concerned with the education of young children. It provides information on pedagogical issues, articles, literacy standards, position statements, and much more.
- www.ncate.org
National Council for the Accreditation of Teacher Education (NCATE)
 NCATE provides standards for the accreditation of teacher education programs. The site contains a newsletter, publications, and more.
- http://www.ncte.org/collections/early_literacy
National Council of Teachers of English: Early Literacy
 This site provides position statements and other information regarding language and literacy.
- <http://www.nichd.nih.gov/publications/pubskey.cfm?from=nrp>
National Institute of Child Health & Human Development
 This agency provides a list of sources for free articles and videos, including the National Reading Panel Report.

- http://reading.uoregon.edu/curricula/or_rfc_review_si.php
Oregon Reading First Center: Review of Supplemental and Intervention Reading Programs
 The *Review of Supplemental and Intervention Reading Programs* describes the work of the Oregon Curriculum Review Panel and the Oregon Reading First Center, which had responsibility for conducting a critical review of supplemental and intervention curriculum programs in beginning reading for the first cohort of 34 schools participating in Oregon Reading First.
- <http://www.manteno.k12.il.us/bdarling/pp%20phonological/sld001.htm>
Phonological Awareness, Phonemic Awareness, Oral Language Correlates and Literacy Acquisition (2000)
 This slide presentation covers all aspects of developing language and literacy.
- <http://www.nifl.gov/partnershipforreading/publications/PFRbooklet.pdf>
Put Reading First: The Research Building Blocks for Teaching Children to Read (2001)
 This 64-page booklet provides teachers with a summary of the findings of the National Reading Panel from its review of reading research. Organized by major reading topics for kindergarten through grade 3 (phonemic awareness instruction, phonics instruction, vocabulary instruction, fluency instruction, and text comprehension instruction), the booklet lists the main findings from the research and suggests how the findings can be translated to practice
- <http://www.ed.gov/programs/readingfirst/index.html>
Reading First
 This is the official Reading First website. Reading First is a focused nationwide effort to enable all students to become successful early readers. The program focuses on students in kindergarten through third grade. This site contains excellent information and resources.
- <http://www.readingonline.org>
Reading Online
 This is an electronic journal of the International Reading Association. The site contains hundreds of articles on a range of topics in reading education that are searchable by keyword. You can also browse the author, title, and subject indexes.
- <http://www.ctserc.org>
State Education Resource Center
 This website for the State Education Resource Center (SERC) contains information regarding SERC initiatives, including literacy and early childhood, as well as numerous downloadable documents and bibliographies in many areas of education.
- <http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf>
Teaching Reading IS Rocket Science (1999)
 Louisa Moats
 This paper discusses what teachers of reading should know and be able to do.

APPENDIX G SELECTED BIBLIOGRAPHY

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Appendix H

SAMPLE COURSE ASSIGNMENTS WITH RUBRICS

Sample Assignment #1

Assignment:

Record and transcribe an extended conversation with a child in your class. If you are not currently teaching, obtain permission to observe in a classroom for awhile and then conduct and record an extended conversation with a child (*Preschool Curriculum Framework: Language and Literacy: Performance Standard #1; NAEYC Language and Early Literacy Development Standards for Early Childhood Professional Preparation: 2.D.01-07*).

For this assignment you should:

1. Describe how you prepared for the assignment:
 - a) discovered what the child is interested in (e.g., through observation or previous conversations with the child or the child's teacher if you do not know the child) so that the choice of topic is relevant to the child's interest.
 - b) set a goal for the conversation.
 - c) decided what strategies from those learned in class and through assigned readings you might use to draw the child into conversation.
2. Describe the child: age, activity in which the child was engaged when you approached for a conversation, etc.
3. Engage in conversation with the child, trying to encourage numerous turn-taking, extend the child's language, etc. Record and then transcribe the conversation.

Reflect on and analyze your transcription.

 - a) Do you feel the conversation was successful and that you accomplished your goal? Why or why not?
 - b) What strategies did you use? Give examples in the conversation when you used these strategies. What did they accomplish? When did they fail? Are there other strategies you might have used?
4. Describe this child's stage of oral language. Why do you think this is so? What might you do to lead this child to the next level?

Grading Rubric for Sample #1

GRADE	ASSIGNMENT
A	Shows evidence of thorough preparation and choice of a topic that will truly engage the child, with good reasons for this choice. Goals are stated and a variety of strategies proposed. Conversation shows evidence of use of strategies and attempts to engage child. Reflection and analysis is thorough, stating what succeeded and failed. Student has a clear idea of the child's stage of oral language and what might be done to bring this child to the next level.
B	Shows some preparation but reason for topic choice is not clear. Conversation does not show evidence of a variety of strategies. Analysis of conversation is good, but more could have been included about possible strategies and/or reasons for successes and failures. Student has a clear idea of the child's stage of oral language but no plan to bring child to the next level.
C	Does not show evidence of adequate preparation either in topic choice or planned strategies. Analysis of conversation is brief and incomplete, without enough discussion of strategies used or possible strategies that could have been employed. Student does not have a substantiated notion of child's stage of oral language.
D	Part(s) of the assignment missing. No evidence of thorough preparation. Conversation does not show evidence of turn-taking or use of a variety of strategies. Analysis of conversation is poor, eliminating reasons for failures. There is no plan to bring the child further in his/her oral language development.

This assignment is worth 15% of your grade.

Sample Assignment #2

Assignment:

Diagnostic Report 25%

Candidates must arrange to assess a student who is in grade K-3, using the DIBELS and the PPVT-III (*Peabody Picture Vocabulary Test, Third Edition*) (see syllabus). You are going to write a report that is geared toward instructional planning, versus identification. If you are having difficulty locating a child to test, please confer with your classmates, as they may have a child or know of a child whom you could test. Otherwise, please attempt to locate a child by contacting an agency such as the Learning Disabilities Association of Connecticut (860-560-1711), the Connecticut Association for Children and Adults with Learning Disabilities (203-838-5010), or the Connecticut Parent Advocacy Center (860-739-3089). The grading rubric that will be used to assess your diagnostic report and a sample report (format only—battery may be different!) is available for review on WEBCT. You will also find a letter of introduction on Web CT that you may wish to provide to your child's parent. This letter explains the assignment more fully. Sample reports will be reviewed in class and are available also through Web CT.

Model Completed Assignment from Sample Assignment #2:

COMPLETED AS A PARTIAL COURSE REQUIREMENT FOR XXX-XXX

Student: John Smith

Assessment Date: 9/17/2005

Date of Birth: 10/24/1999

Current Grade: 1

Age: 5-11

School: Happy Town

John Smith was referred for assessment by his parents. The purpose of the assessment was to obtain baseline data measuring his level of development of the critical skills that underlie reading success. For that purpose, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was administered.

The DIBELS, supported by two decades of sophisticated research, has brief assessments that predict how well children are likely to be doing in reading by the end of third grade and beyond. The DIBELS is based upon the findings of two types of research: 1) research on the prediction of reading difficulty in young children; and 2) research on what is taking place in the minds of people who are learning to read. Scientists in many disciplines, including cognitive psychology, neuropsychology, school psychology, language development, medicine, and education have achieved consensus on how children acquire reading skills, why some children have difficulty learning to read, and what kind of instruction is likely to help *most* children learn (National Reading Panel, 2000). Each indicator of DIBELS measures a foundational skill whose contribution to reading comprehension is established (Rayner, et al., 2001).

Three or four short tasks at each grade level, K-6, enable teachers to locate, monitor, and intervene with at-risk students. In essence, DIBELS assessment is a scientifically-based approach for assessing the “vital sign” of a student’s “reading health.”

Benchmark assessments are given three or four times per year (beginning, middle, and end or by quarters). At-risk students are given appropriately frequent progress-monitoring assessments. There is a national concern over reading failure, which has been rising. The National Assessment of Educational progress (NAEP) has been consistent in showing high rates of reading failure among fourth and eighth graders. While up to 70% of children of minority status cannot read at even a basic level, in middle-class communities, up to 40% of children are failing to score at basic level in reading. This is reflective of not having even “partial mastery” of the fundamental reading skills.

The following benchmark assessments for beginning first grade were administered, in accordance with the DIBELS guidelines, by this trained administrator:

Letter Naming Fluency: A powerful indicator of risk for reading failure. Students are asked to name as many letters as they can, upper and lower case letters randomly mixed, within a timed minute.

Phoneme Segmentation Fluency: PSF is a direct measure of phoneme awareness. By the end of kindergarten, most children can take apart and pronounce the sounds of a three phoneme syllable. Those who cannot may be exhibiting phonological processing difficulties, a warning sign for potential reading difficulties.

Nonsense Word Fluency: NWF measures the ability to link letters with the sounds (alphabetic principle) and use the knowledge to decode three-letter syllables that alone are nonsense words.

Word Use Fluency: WUF is designed to assess vocabulary knowledge and expressive language at each grade level. (No benchmark goal)

The following chart displays the benchmark goals and indicators of risk for grade one.

DIBELS Benchmark Goals and Indicators of Risk
Four Assessment Periods Per Year

First Grade

DIBELS Measure	Beginning of Year Week 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
	Scores	Status	Scores	Status	Scores	Status	Scores	Status
DIBELS Letter Naming Fluency	LNF < 25 25 ≤ LNF < 37 LNF ≥ 37	At risk Some risk Low risk						
DIBELS Phoneme Segmentation Fluency	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
DIBELS Nonsense Word Fluency	NWF < 13 13 ≤ NWF < 24 NWF ≥ 24	At risk Some risk Low risk	NWF < 24 24 ≤ NWF < 41 NWF ≥ 41	At risk Some risk Low risk	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established
DIBELS Oral Reading Fluency			ORF < 4 4 ≤ ORF < 13 ORF ≥ 13	At risk Some risk Low risk	ORF < 11 11 ≤ ORF < 25 ORF ≥ 25	At risk Some risk Low risk	ORF < 20 20 ≤ ORF < 40 ORF ≥ 40	At risk Some risk Low risk

John's DIBELS Benchmark 1 Scores:

DIBELS Measure	Beginning of Year 9-17-05 Scores	Status
Letter Naming Fluency	37	Low Risk (low end)
Phoneme Segmentation Fluency	45	Established
Nonsense Word Fluency	13	Some Risk (low end)
Word Use Fluency	23	

Observations:

Of note were several assessment observations.

On the **Letter Naming Fluency Benchmark 1**, after being given scripted, standard instructions and told to “begin,” John began to give a narrative of what his family’s afternoon activities would be. The assessment was restarted. Instructions were given again. Again he began to chat. On the third start, he began to read the letters. Of note, in line one, he initially read “l” as “one” and self-corrected. When he came to the second “l” in the initial spot on line two, he read it as “one” with no self-correction. He read “p” for “q” and he skipped an entire line. While skipping a row does not negatively impact scoring, it is an important observation to hold in mind when observing and working with John.

During **Phoneme Segmentation Fluency**, John was able to segment many words into separate phonemes with success. He did, however have a few words that he segmented into onset and rime. For “passed” he segmented as follows: /p/ /as/ /t/.

When presented with the instructions for **Nonsense Word Fluency**, John was attentive; however, when presented with the student assessment page, he did not follow the cue to begin on the first line of print. Rather, he put his finger on “faj”—the beginning of row four. When directed to start at the beginning, he asked this assessment administrator to do the tracking for him because “I get mixed up.” He again began to tell me about family plans. On a second start, he began the assessment appropriately. He was halting during this activity. He miscued on vowels and endings and did not seem either comfortable or confident with the task. Sample miscues were: “fid” for “feb,” “zat” for “zel,” “wip” for wub.”

On the **Word Use Fluency Benchmark 1**, John’s sentences were generally simple, consisting of “I like” stems. Examples: Cue: “plants” Response: “I like plants.” Cue: “might” Response: “I like to might.” (no credit) Cue: “black” Response: “I like big black cats.”

Peabody Picture Vocabulary Test (Third Edition)

Name: Smith, John Sex: Male
Test Date: 09/17/2005 Grade/Ed Level: 1
Birth Date: 10/24/1999

Age: 5-10

The *Peabody Picture Vocabulary Test - Third Edition* (PPVT-III) is an individually administered, norm-referenced assessment. The PPVT-III is an achievement test of receptive vocabulary for standard English that measures listening comprehension for spoken words in children and adults.

SCORE SUMMARY

PPVT-III FORM IIIA

<u>Raw Score</u>	<u>Standard Score</u>	<u>90% Conf Interval</u>	<u>Percentile Rank</u>	<u>90% Conf Interval</u>	<u>Stanine</u>	<u>NCE</u>	<u>Age Equivalent</u>
129	139	132 - 146	99.5	98 - 99.9	9	>99	10-1

ASSESSMENT RESULTS:

On September 17, 2005, John was administered the *Peabody Picture Vocabulary Test - Third Edition* (PPVT-III) Form IIIA. He was 5 years 10 months old and in grade 1 at the time of testing.

The PPVT-III is an individually administered norm-referenced assessment. The test measures John's listening comprehension of spoken words in standard English. John obtained a standard score of 139 on the PPVT-III. The chances are about 90% that the range of scores from 132 - 146 includes his true score. His percentile rank of 99.5 means that John scored as well as or better than 99.5 percent of examinees his age. His test-age equivalent is 10-1. According to the PPVT-III classification system, John's receptive vocabulary functioning is in the extremely high range.

Of note was John's approach to the tasks of the PPVT-III. He was attentive and persistent throughout the assessment. He showed no evidence of impulsivity or distraction while working through the PPVT-III. John was systematic in his approach to selecting the pictures that represented the verbal cue.

For example, when selecting an aquarium to represent "transparent" he commented, "Yes, anyone would know that's transparent because you can see right through it." When he reached the last item on the ceiling set, "octagon," after examining and choosing the incorrect picture, he said, "Wait a second, let me count if that's eight." He counted the sides of the figure and said, "No, that's not eight." He proceeded with the counting of the next two figures and subsequently selected the octagon.

Summary:

John appears as a highly verbal and bright beginning first grader. During assessment, he evidenced some difficulty in staying with some tasks as well as some incidents of error with visual motor tacking (eye and finger matching to print). This was observed during subtests of the DIBELS. John was not as fluent with the tasks of the DIBELS as this assessment administrator expected. Of note was his attention to mainly initial letters during the nonsense word fluency benchmark assessment. While he was in the “some risk” category of the NWF subtest, it is of note that he was at the lowest eligible number beyond the “at-risk” category score for this section. Additionally, his LNS score of 37 is the lowest possible score in the low risk range. John is not “firm” on these skills and will require systematic and explicit, rather than implicit, instruction in these areas. If in a Reading First classroom, John would be receiving Tier II support to firm these skills.

Given John’s percentile rank of 99.5 on the PPVT-III, his clear and deliberate approach to thinking, and his reasoning to determine responses, one should be cautious in ensuring that John does not rely on his strengths in thinking and reasoning, as well as his plentiful background knowledge and vocabulary, to “read”—at the expense of looking at ALL the letters presented in text. The practice of looking at initial letters, pictures, and guessing words will interfere with his acquisition of early decoding skills. Using context and picture cues as primary strategies in early reading, at the expense of developing accuracy, automaticity, and fluency of decoding skills will jeopardize John’s development as a reader. Learning to apply graphophonics as a primary strategy for reading, with the other cueing systems as “confirming” strategies, is imperative. John evidences a style that employs “reasoning” and categorizing of information. Learning vowel patterns and syllable types in a multisensory language approach will support John’s literacy development.

John should have his progress monitored after four weeks of regular classroom instruction. In closing, John should receive instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary that is direct, explicit, systematic, and driven by scientifically-based reading research. Reliance on “guided reading” type leveled books and exclusion of decodable books to generalize taught phonics patterns will not support John’s development in reading.

Grading Rubric for Sample Assignment #2

School Name _____

Course Number _____

Rubric for Diagnostic Report

Student's Name: _____

Course: _____

Date: _____

Instructor: _____

<i>Criteria</i>	<i>Exemplary</i> (7 points)	<i>Target</i> (6 points)	<i>Acceptable</i> (5 points)	<i>Not Acceptable</i> (0 - 4 points)
Accuracy of test administration/ scoring				
Interpretation/explanation of scores				
Qualitative illustrations of performance				
Quality of goals/recommendations				
Quality of written language				
Thoroughness				
Tone				

Add up to 3 points for submission of report on time with appropriate accompanying test data:

Grade cutoffs:

50 - 52 points: A+

44 points: B+

39 points: C+

34 points: D+

47 - 49 points: A

42 - 43 points: B

37 - 38 points: C

32 - 33 points: D

45 - 46 points: A-

40 - 41 points: B-

35 - 36 points: C-

30 - 31 points: D-

Below 30: F

Rubric Performance Levels and Evaluation Criteria

Criteria	Exemplary	Target	Acceptable	Not Acceptable
Accuracy of test administration / scoring	Product contains no errors relating to test administration and/or scoring, demonstrating superior professionalism, beyond the target standard	Product contains no errors relating to test administration and/or scoring	Product contains one or two errors relating to test administration and/or scoring	Product contains several errors relating to test administration and/or scoring
Interpretation/ explanation of scores	Product contains no errors relating to interpretation or explanation of scores, with very clear explanations, demonstrating superior professionalism, beyond the target standard	Product contains no errors relating to interpretation or explanation of scores, with generally clear explanations	Product contains one or two errors relating to interpretation or explanation of scores, or explanation is sometimes unclear	Product contains several errors relating to interpretation or explanation of scores, or explanation is frequently unclear
Qualitative illustrations of performance	Product includes many meaningful, relevant illustrations of the child's qualitative performance, beyond the target standard, without being repetitive	Product includes many meaningful, relevant illustrations of the child's qualitative performance, without being repetitive	Product includes some meaningful, relevant illustrations of the child's qualitative performance on assessments	Product includes very few or no qualitative illustrations of performance
Quality of goals	Goals follow basic task specifications and are fully complete, demonstrating superior professionalism, beyond the target standard	Goals follow basic task specifications and are generally complete	Goals follow basic task specifications but are limited or incomplete	Goals are missing or do not follow task specifications

Quality of written language	Product contains no errors in basic mechanics and is exceptionally well written, demonstrating superior professionalism, beyond the target standard	Product contains no errors in basic mechanics of spelling, capitalization, punctuation, sentence structure, etc.	Product contains a few errors in basic mechanics of spelling, capitalization, punctuation, sentence structure, etc.	Product contains numerous errors in basic mechanics of spelling, capitalization, punctuation, sentence structure, etc.
Thoroughness	All key components of the product are present, with relevant elaboration that goes beyond the target standard, without being repetitive	All key components of the product are present; elaboration is generally adequate, focuses on relevant details, and is not repetitive	All key components of the product are present; however, elaboration is frequently inadequate or focuses on irrelevant details	At least one key component of the product is missing; or elaboration is consistently inadequate; or product consistently focuses on irrelevant details
Tone	Product conveys very positive, constructive tone, demonstrating superior professionalism, beyond the target standard	Product generally conveys positive, constructive tone (e.g., it discusses child's strengths as well as weaknesses; conveys enthusiasm for working with child, teachers, and parents)	Product conveys neither positive nor negative tone	Product frequently conveys negative tone (e.g., about the child, parents, or other teachers)

**Appendix I
SAMPLE SYLLABUS**

**Name of College/University
Semester
Course Number: Section
Title of Course
Meeting Day/Time
Building Name, Room #**

Name: (Faculty)
Office:
Phone:
E-mail:

Office Hours:

Course Number:
Course Title:
Credit Hours: 3
Prerequisites:

Required Text(s):

Supplemental Text(s):

Course Catalog Description:

Course's Contribution: *(to the program and School of Education's Goals)*

A statement about how this course contributes to the candidate's overall preparation and why this course is important in the scope of teacher preparation, developed by each individual institution.

Modes of Learning:

Statement on Accommodations (Sample)

Students with disabilities who require accommodations are strongly encouraged to speak with me within the first two weeks of classes. To obtain accommodations, you will need both to contact the Disabilities Resource Office at (name of Institution and location of Disabilities Resource Office) and obtain formal documentation of a disability.

Please be aware that **all students** are expected to acquire the basic knowledge and competencies, and complete the requirements, of each course. To find out what knowledge base, competencies, and requirements are involved, see the course syllabus—especially the sections labeled “Learner Outcomes and Assessments,” “Course Requirements,” and “Evaluation Criteria.” All students will be graded using the specified criteria according to their success in meeting the outcomes and requirements.

Course Requirements, Descriptions, & Percentage of Final Grade:

Midterm/Final Examinations 50% (25% Each)

The format of examinations will be applied multiple choice; for example, you will have to engage in some problem-solving activity in order to identify the correct answer. A study guide will be available on WEBCT.

Phonics Lesson Plan 25% (Retain for Gates Portfolio)

Candidates will be required to complete a phonics lesson plan assignment. The lesson plan format will be reviewed in class and candidates will use data provided to them to inform the writing of their plan. Candidates must retain the returned lesson plan, complete with this professor’s comments, for their Gate 2 Portfolio. The grading rubric that will be used to assess your lesson is available for review on WEBCT.

Diagnostic Report 25%

Candidates (teams of two) must arrange to assess a student who is in grade K-6, using informal reading instruments from the CORE, as well as the Gallistel-Ellis, the DIBELS, and the PPVT-III. The diagnostic battery and report format will be reviewed in class. Candidates are strongly encouraged to assess a student who is struggling, to some degree, in reading. Your report would be a wonderful gift to a family whose child is already being serviced under IDEA, because you are going to write a report that is geared toward instructional planning versus identification. If you are having difficulty locating a child to test, please confer with your classmates, as they may have or know of a child whom you could test. Otherwise, please attempt to locate a child by contacting an agency such as the Learning Disabilities Association of Connecticut (860-560-1711), the Connecticut Association for Children and Adults with Learning Disabilities (203-838-5010), or the Connecticut Parent Advocacy Center (860-739-3089). The grading rubric that will be used to assess your diagnostic report and a sample report (format only—battery may be different!) is available for review on WEBCT.

Approximate Grade Cutoffs:

98-100 average =A+
93-97=A
90-92=A-
88-89=B+
83-87=B
80-82=B-

78-79=C+
73-77=C
70-72=C-
68-69=D+
63-67=D
60-62=D-
below 60 average=F

Note:

- Attendance is mandatory and grading will be diminished by a full letter if two or more absences are recorded.
- Assignments are due on the dates noted above, unless other arrangements are made well in advance with this instructor. Late assignments will be penalized.
- Candidates' final course grade will be diminished by half a letter grade if they are not prepared to participate in class, as indicated by this syllabus and by information shared in lecture, or if they fail to demonstrate appropriate attitudes and dispositions, as described below. All readings, etc. should be completed as indicated/shared.

Key:

CEC = Council for Exceptional Children
Individualized General Curriculum Referenced Standards (2002)

INTASC = Interstate New Teacher Assessment and Support Consortium
*Model Standards for Beginning Teacher Licensing, Assessment, and Development:
A Resource for State Dialogue* (1992)

CCCT = Connecticut Common Core of Teaching (1999)

Blueprint = Connecticut Blueprint for Reading Achievement (2000)

LEARNER OUTCOMES & ASSESSMENTS

1. **Describe the developmental processes involved in reading and related language arts areas (spelling, written expression) from kindergarten through high school.**

CEC: 2.K1, 2.K3, 3.S4, 3.S5, 3.S11

INTASC: 1, 2

CCCT: 1.1, 1.4, 2.1

Blueprint Teacher Competencies: I-B

2. **Describe the developmental processes involved in reading and related language arts areas (spelling, written expression) from kindergarten through high school.**

CEC: 2.K1, 2.K3, 3.S4, 3.S5, 3.S11

INTASC: 1, 2

CCCT: 1.1, 1.4, 2.1

Blueprint Teacher Competencies: I-B

3. **Describe different approaches to instruction of exceptional students in reading and related language arts areas, as well as the strengths and weaknesses of different approaches.**

CEC: 1.K1, 2.K1, 2.K7, 4.K1-4.K5

INTASC: 1, 3, 4

CCCT: 1.2, 1.5, 1.6, 2.4, 2.6

Blueprint Teacher Competencies: I-F

4. **Select, administer, score, and interpret some frequently used assessment tools in the language arts areas.**

CEC: 1.K3, 2.K1, 3.K1-3.K73.S1, 3.S4, 3.S5, 3.S6, 3.S7, 3.S9, 3.S10

INTASC: 2, 8

CCCT: 1.1, 1.4, 2.7, 3.1

Blueprint Teacher Competencies: I-E (1-6); III-A,B,C,D,E

5. **Describe the kinds of language arts difficulties commonly seen in exceptional and diverse students.**

CEC: 1.K3, 2.K1-2.K3, 2.K5
INTASC: 1, 2, 3, 4, 5, 8
CCCT: 1.1, 1.4, 1.6, 2.1, 2.2, 2.4, 2.6, 2.7
Blueprint Teacher Competencies: I-D (1-7)

6. **Write diagnostic reports for language arts areas, including appropriate long-term and short-term goals.**

CEC: 1.K3, 1.S2, 3.K1-3.K7, 3.S5, 3.S6, 3.S7, 3.S9, 3.S104.S8, 4.S9, 7.K1, 7.K2, 7.S2, 7.S7, 8.S5
INTASC: 1, 6, 8
CCCT: 1.1, 1.3, 1.4, 1.5, 2.1, 2.7, 3.1
Blueprint Teacher Competencies: III-D,E

7. **Describe and implement specific, research-based, remedial techniques appropriate for difficulties in a variety of language arts areas.**

CEC: 2.K7, 4.K1-4.K5, 4.S1, 4.S2, 4.S7, 4.S8, 4.S12, 4.S13, 4.S15, 4.S16, 4.S178.K2, 8.S2
INTASC: 1, 2, 3, 4, 5, 6, 9, 10
CCCT: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6
Blueprint Teacher Competencies: II-A, B, C, D

8. **Write, implement, and evaluate lesson plans appropriate for specific needs in a variety of Language arts areas.**

CEC: 2.K7, 4.K1-4.K5, 4.S1, 4.S2, 4.S5, 4.S7, 4.S8, 4.S12, 4.S13, 4.S15, 4.S16, 4.S178.K2, 8.S2, 8.S5
INTASC: 1, 2, 3, 4, 5, 6, 7, 9, 10
CCCT: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6
Blueprint Teacher Competencies: II-F

9. **Describe the relationship between oral language development and growth in reading, spelling, and written expression.**

CEC: 2.K1, 2.K3, 3.S4, 3.S5, 3.S11
INTASC: 1, 2
CCCT: 1.1, 1.2, 1.4, 1.6, 2

10. **Discuss the implications of cultural, socioeconomic, and linguistic differences for language arts assessment and instruction.**

CEC: 1.K2, 1.K3, 2.K1, 2.K5, 3.K2, 3.K7, 3.S4, 3.S94.K7, 4.S2, 4.S8, 4.S157.K1, 7.S3, 7.S48.K1, 8.S2
INTASC: 1, 2, 3, 4, 6
CCCT: 1.1, 1.2, 1.4, 1.6, 2.1, 2.4, 3.1
Blueprint Teacher Competencies: I-D (1-5); I-I (1-2)

11. Describe some issues in and methods for collaborating with other professionals and with parents in serving youngsters with oral language and language arts weaknesses.

CEC: 7.K1-7.K5, 7.S-7.S3
 INTASC: 1, 2, 6, 10
 CCCT: 1.1, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5
 Blueprint Teacher Competencies: I-H; V-A, B, C

12. Describe some uses of computer technology in assessment and instruction of language arts areas with exceptional students.

CEC: 3.K9, 4.K4, 4.K5
 INTASC: 1, 2, 3, 5, 8
 CCCT: 1.4, 1.5, 1.6, 2.2, 2.4, 2.5, 2.7
 Blueprint Teacher Competencies: II-G

13. Demonstrate necessary dispositions for teacher candidates. Assessed through classroom performance.

STANDARDS CITED:		
INTASC [Interstate New Teacher Assessment and Support Consortium]	CEC [Council for Exceptional Children]	CCCT [Connecticut Common Core of Teaching]
STANDARDS	INDIVIDUALIZED GENERAL CURRICULUM REFERENCED STANDARDS	DEMONSTRATIONS OF KNOWLEDGE THROUGH:
<i>Scholarship</i>	1. Philosophical, Historical, and Legal Foundations of Special Education	1.1 understanding of student learning and development
1. Knowledge of subject matter 2. Knowledge of human development and learning 3. Instruction adapted to meet diverse learners 4. Use of multiple instructional strategies and resources	2. Characteristics of Learners	1.2 understanding of need for different learning approaches
<i>Attitudes/Dispositions</i>	3. Assessment, Diagnosis, and Evaluation	1.3 proficiency in reading, writing and mathematics
5. Effective learning environment created 6. Effective communication 7. Lesson planning	4. Instructional Content and Practice	1.4 understanding of central concepts and skills, tools of inquiry and structures of discipline(s)
<i>Integrity</i>	5. Planning and Managing the Teaching and Learning Environment	1.5 knowledge of how to design and deliver instruction
8. Reflection and professional development	6. Managing Student Behavior and Social Interaction Skills	1.6 recognition of need to vary instructional methods
<i>Leadership</i>	7. Communication and Collaborative Partnerships	APPLICATION OF KNOWLEDGE THROUGH:
	8. Professionalism and Ethical Practices	2.1 instructional planning based upon knowledge of subject, students, curriculum and community
		2.2 selection and/or creation of learning tasks that make subject meaningful for students
		2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment
		2.4 creation of instructional opportunities supporting students' academic, social and

<p>9. Assessment of student learning to improve teaching</p> <p><i>Service</i></p> <p>10. Partnership with school and community</p>		<p>personal development</p> <p>2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry</p> <p>2.6 employment of various instructional strategies in support of critical thinking, problem-solving and skills demonstration</p> <p>2.7 use of various assessment techniques to evaluate student learning and modify instruction</p> <p>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY THROUGH:</p> <p>3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers</p> <p>3.2 shared responsibility for student achievement and well-being</p> <p>3.3 continuous self-evaluation regarding choices and actions on students and school community</p> <p>3.4 commitment to professional growth</p> <p>3.5 leadership in the school community</p> <p>3.6 demonstration of a commitment to students and a passion for improving the profession</p>
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(Sample) Tentative Course Calendar:

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