Assignments and Activities Title 1: Causes of Reading Failure

Learning Outcome 1: Describe the effect of physical, psychological, and environmental factors on a student’s reading difficulties.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.2: As a result, candidates place students along a developmental continuum and identify students’ proficiencies and difficulties.

Candidates
- compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
- recognize the variability in reading levels across children in the same grade and within a child across different subject areas.
• can identify students’ proficiencies and difficulties.
• recognize the need to make referrals for appropriate services.

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Assignment Introduction Text: In this video clip, Dr. Juel identifies two causes of reading failure that affect a student’s ability to understand. After viewing, think about additional causes that may affect a student’s ability to acquire meaning through reading.

Video Asset: Causes of Reading Failure

Question 1 Text: What might be among the main stumbling blocks for students who are experiencing reading difficulties?
Question 1 Hint: What does Dr. Juel identify as the first two major causes of reading failure?
Question 1 Feedback: Dr. Juel states that a failure to develop automatic decoding skills is the first cause. Decoding skills are directly related to phonemic awareness. If students don’t make the sound–letter connection, then they are unable to make sense of what the teacher is doing. Difficulty with sound–letter connection is a problem in the initial stages of learning to read. The second cause is underdeveloped language skills. If students do not know the meaning of the words they are trying to decode, or they cannot make a connection between the word and a concept or general knowledge, then students will experience a meaning disconnect, which is considered a reading difficulty.

Question 2 Text: List some other specific causes of difficulty that have been directly linked to the reading process.
Question 2 Hint: Think about educational factors that may affect a student’s success.
Question 2 Feedback: Several experts in reading have identified educational causes that may have contributed to a child’s reading difficulties. Rubin and Opitz (2007) suggested that teaching methods, instructional materials, instructional time on reading tasks, teachers, and the school environment may have individually and/or jointly had an affect on a student’s reading success or failure. Examining student records for background information on past learning experiences may help establish a student’s needs. Gunning (2010) states that in addition to weak decoding skills and limited language knowledge, students may overuse background knowledge, may fail to read for meaning, and may have a lack of strategies to assist them in understanding new reading material and concepts. Students may also have knowledge of strategies but fail to use the strategies when reading without teacher-guided support.
Assignments and Activities Title 2: Recognizing Cultural Influences

Learning Outcome 1: Describe the effect of physical, psychological, and environmental factors on a student’s reading difficulties.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.2: As a result, candidates place students along a developmental continuum and identify students’ proficiencies and difficulties.

Candidates
- compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
- recognize the variability in reading levels across children in the same grade and within a child across different subject areas.
- can identify students’ proficiencies and difficulties.
- recognize the need to make referrals for appropriate services.
Assignment Introduction Text: Maintaining their cultural heritage and family connections while becoming part of the American culture proves to be a challenge for many students. This cultural disconnect also affects students in their work to become strong learners and readers in American schools.

Video Asset: The Importance of Culture
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=multiculturaleducation&clipId=MCED_002_607.flv

Question 1 Text: Explain how the vulnerability of English language learners can contribute to reading difficulties.
Question 1 Hint: Consider the need to balance two cultures.
Question 1 Feedback: English language learners are struggling to adapt to a second culture and educational expectations. Students will likely be afraid, stressed, and angry as they attempt to adapt and balance two cultures and cultural expectations. Teachers must value what the students bring to the classroom and must work hard to understand the differences and stresses the students are experiencing. The effects on the learning environment may be intense and affect student progress.

Question 2 Text: Discuss what may be stumbling blocks for multicultural students as they learn to read in American schools.
Question 2 Hint: Think about how the methods of learning to read may be different in diverse cultures.
Question 2 Feedback: Multicultural students may have stumbling blocks in all skill areas of reading development including concepts of print, letter recognition, sound–letter relationships, phonemic awareness, affixes and roots, vocabulary development, prior knowledge, development of schema in the American culture, concept connections, comprehension, and higher order thinking. Teachers teaching reading to English language learners and culturally diverse students must be acutely aware and sensitive to the emotional and environmental needs of the students while providing for their academic growth.

Question 3 Text: At the end of the video, the concept of alienating a child from his or her native culture is discussed. The speaker states that this is not a desirable outcome. Explain that statement.
Question 3 Hint: Link a student’s alienation from the home culture to school success.
Question 3 Feedback: Students need to learn mainstream American culture without becoming angry about or alienated from their native cultures. Beginning to reject the home language by refusing to speak it is a sign of alienation from their families and their community. This alienation may make the students difficult to work with when learning
in the school setting. These students may choose to opt out of the education system altogether, further adding to lack of success and cultural alienation.

Assignments and Activities Title 3: Using an Informal Reading Inventory

**Learning Outcome 2:** Explain how the uses of informal and formal literacy assessments provide the information needed to determine specific reading difficulties for individual students.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

- **Standard Element 2.2:** As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

  - Candidates
    - use a wide range of instructional practices, approaches, and methods, including technology-based practices.
    - make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

**Standard 3: Assessment, Diagnosis, and Evaluation**
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

- **Standard Element 3.1:** As a result, candidates use a **wide range of assessment tools and practices** that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

  - Candidates
    - administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
    - select and administer appropriate formal and informal assessments including technology-based assessments.
    - understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
    - can interpret the results of these tests and assessments.
Standard Element 3.2: As a result, candidates place students along a developmental continuum and identify students’ proficiencies and difficulties.

Candidates
- compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
- recognize the variability in reading levels across children in the same grade and within a child across different subject areas.
- can identify students’ proficiencies and difficulties.
- recognize the need to make referrals for appropriate services.

Standard Element 3.4: As a result, candidates communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

Candidates
- interpret a student’s reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.

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Assignment Introduction Text: In this video clip, you see the administration of an informal reading inventory to a fourth-grade student. As you watch the video, look for the elements of an informal reading inventory and note the teacher’s interactions with the student.

Video Asset: Administering an Informal Reading Inventory

Question 1 Text: Explain the components of an Informal Reading Inventory (IRI) and how an IRI is to be administered.
Question 1 Hint: An informal reading inventory is an assessment that provides information about an individual student’s oral and silent reading performance.
Question 1 Feedback: An informal reading inventory contains graded passages that students read orally or silently and then answer questions about what they read. While the student reads orally, the teacher records the student’s performance for word recognition and comprehension. Many published IRIs also contain graded word lists that students read orally. Graded word lists help guide the teacher’s selection of the starting point for the reading passages. The oral reading of grade word lists also serves as an opportunity to observe decoding and word recognition without context clues.
An IRI is administered individually in a quiet and secluded place if possible. A student reads word lists until the words become too difficult (generally at below 60% correct). The score range guides the teacher to select a beginning graded passage level, generally at the 90% accuracy level of the graded word lists. A student reads and answers questions for each progressively difficult passage while the teacher listens and notes any word decoding or recognition errors. The teacher then asks the predetermined questions of the inventory and records answers. The assessment stops when a student has reached a frustration level (generally less than 70% accurate). An independent reading level is often defined as 90–100% word recognition accuracy and 90% comprehension accuracy. An instructional level ranges from 70–89% word recognition accuracy and 65–89% comprehension accuracy, depending on the student’s grade level. Some IRIs also include a section for students to read material silently. The teacher records only answers to the inventory passage comprehension questions. A student’s oral and silent reading comprehension score range of accuracy can differ.

**Question 2 Text:** How does the video model testing procedures?
**Question 2 Hint:** Note the testing environment.
**Question 2 Feedback:** The teacher and the student are in a separate room with individual chairs and a table at a comfortable height for both. The IRI is being recorded, and the student seems to be unaware or undisturbed by the camera. His ease in front of the camera may either indicate that he was familiar with taping or that he was unaware of the camera’s presence. Best practice procedures would include a student’s knowledge of taping and documented parental permission.

The teacher and the student are comfortable with each other, indicating either that they have previous testing experiences together or that the student is a part of the teacher’s class. They both seem familiar with the procedures for administering an IRI because the teacher gave few directions or explanations, and the student seemed comfortable with each task.

**Question 3 Text:** What role did the teacher’s interaction with the student and positive reinforcement comments have in the testing process?
**Question 3 Hint:** Observe the communication between the teacher and the student.
**Question 3 Feedback:** The teacher allowed the student to read through the list at his pace, allowing wait time until it is apparent that he had reached a frustration level. She affirmed that the words had gotten more difficult and stopped. She then stated they were moving on to reading (a passage). She asked a question to determine the student’s prior knowledge and affirmed his responses. She then set the purpose for the reading and the questions that follow.

**Question 4 Text:** What valuable information might be acquired through the administration of an informal reading inventory?
**Question 4 Hint:** Consider different types of data that can be gathered.
**Question 4 Feedback:** An IRI is not standardized or normed, so it can be used flexibly and adapted to the needs of the student and the testing situation. The results of an IRI give the teacher information about the existence and severity of a reading difficulty. The results can suggest problems with word recognition, reading fluency, comprehension,
vocabulary, and meaning in context. The IRI can also be used to determine a difference between oral and silent reading comprehension, to observe the use of reading strategies, and to assess student growth over a specific period of time.

Assignments and Activities Title 4: The Challenge of Standardized Tests

Learning Outcome 2: Explain how the uses of informal and formal literacy assessments provide the information needed to determine specific reading difficulties for individual students.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
- can interpret the results of these tests and assessments.
Standard Element 3.2: As a result, candidates place students along a developmental continuum and **identify students’ proficiencies and difficulties**.

Candidates
- compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
- recognize the variability in reading levels across children in the same grade and within a child across different subject areas.
- can identify students’ proficiencies and difficulties.
- recognize the need to make referrals for appropriate services.

Standard Element 3.4: As a result, candidates **communicate results of assessments** to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

Candidates
- interpret a student’s reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.

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**Assignment Introduction Text:** Standardized tests in reading and content areas offer challenges for students with reading difficulties. Teachers need to prepare students with knowledge of the format as well as the content.

**Video Asset:** *Standardized Tests*
**URL:**

**Question 1 Text:** Compare norm-referenced tests and criterion-referenced tests.
**Question 1 Hint:** Think about what information might be missing in a student test report.
**Question 1 Feedback:** Publishing companies pilot their multiple-choice norm-referenced tests with a large representative student sample population. For example, the average percentile score (50%) becomes the “norm,” and students’ scores are reported in relationship to that norm score. Norm-referenced tests are called *standardized tests*, not only because of the scoring but also because of a standard set of directions for administration and a specified time allotment. Scores on norm tests may be reported as percentiles, standard scores such as stanines and normal curve–equivalent scores, and grade equivalent scores.
Criterion-referenced tests measure a child’s performance against his or her previous performance on a well-established specific behavior. These tests are also referred to as mastery tests. Criterion-referenced tests may be commercial or teacher created and used to assess the success of student work with a particular instructional objective. Criterion-referenced tests are used to measure the learning of a particular set of skills or subskills, not to compare learners with a norm group on general ability in a key literacy area.

**Question 2 Text:** How do high-stakes tests affect what is taught in the classroom?

**Question 2 Hint:** Think about the curriculum limits that might be established in a high-stakes testing year.

**Question 2 Feedback:** High-stakes tests address only a narrow section of the curriculum. Instructional design of curriculum must make a clear and clean connection between the material being taught and what is being tested. High-stakes tests should not limit the material or content presented throughout the year.

**Question 3 Text:** Students with reading difficulties need guidance to be successful on high-stakes tests. What suggestions does the video offer?

**Question 3 Hint:** What activities might a teacher provide for students who have reading difficulties to help them build confidence?

**Question 3 Feedback:** Students should have practice with the directions and the testing format. Students are encouraged to look at all parts of a prompt, realize how to construct a written response, note what instructional aids they may have available, and know how to make educated guesses about answers based on clues and hints within the text. Students might also practice taking tests in the same environment and with the same time constraints as the high-stakes test. To feel comfortable and successful in the testing situation, students with reading difficulties need guided instruction in testing procedures and formats.

**Assignments and Activities Title 5: Early Intervention**

**Learning Outcome 3:** Identify principles of intervention that may guide a reading intervention plan for a student with reading difficulties.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

**Standard Element 1.3:** As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

**Standard 3: Assessment, Diagnosis, and Evaluation**
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a **wide range of assessment tools and practices** that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
- can interpret the results of these tests and assessments.

Standard Element 3.2: As a result, candidates place students along a developmental continuum and **identify students’ proficiencies and difficulties**.

Candidates
- compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
recognize the variability in reading levels across children in the same grade and within a child across different subject areas.

- can identify students’ proficiencies and difficulties.
- recognize the need to make referrals for appropriate services.

Standard Element 3.3: As a result, candidates use assessment information to **plan, evaluate, and revise effective instruction** that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Candidates
- analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

**Standard 4: Creating a Literate Environment**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates **use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program**.

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

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**Assignment Introduction Text:** This video clip contains a portion of an interview with Dr. Timothy Shanahan, who discusses early intervention. As you watch the video, note how early reading achievement predicts later school achievement. Consider the implications for intervention programs.
Question 1 Text: Explain the research-based link between first-grade reading and twelfth-grade reading.
Question 1 Hint: Make a prediction about a struggling reader’s success through high school.
Question 1 Feedback: Research has shown that first-graders who are struggling readers may continue to be struggling readers through the twelfth grade. A correlation exists between first-grade achievement and twelfth-grade achievement, according to Dr. Shanahan. Predictions on who will do well in school can be made based on that first-grade reading performance. This fact makes early intervention very important for the student’s long-term success.

Question 2 Text: How can the importance of early intervention be misinterpreted?
Question 2 Hint: Consider when intervention should begin for a struggling reader.
Question 2 Feedback: Dr. Shanahan further explains that although early intervention is very valuable and a predictor of future reading success, it does not mean that later intervention has no value. He suggests that intervention begin at the earliest point that a problem is identified. All intervention has value.

Question 3 Text: Discuss the philosophical shift in the last 15 years when providing instruction for struggling readers.
Question 3 Hint: Intervention programs may be useful for all beginning readers.
Question 3 Feedback: In the past, instructional designs for struggling readers were termed remediation, meaning that a remedy could be applied to an existing reading condition and “cure” it. However, research provided little evidence that remediation programs were effective beyond third grade and that poor readers in first grade tended to still be poor readers in third grade and beyond.

Research has found that many reading difficulties can be prevented with early, aggressive, and excellent, consistent instruction. Present intervention programs, such as Reading Recovery (Pinnell, Lyons, Deford, Bryk, & Seltzer, 1994), Reading Rescue (Ehri et al., 2007) and Early Steps (Santa & Hoien, 1999), have been successfully implemented in large-group, small-group, and individual settings and use a common menu of materials, strategies, and environments. Intervention programs for older students focus on the process of reading rather than completing worksheets and drills. Successful programs use a variety of authentic fiction and nonfiction materials to develop strategies and model effective use (Jennings, Caldwell, & Lerner, 2010).

Assignments and Activities Title 6: Diverse Learning Approaches
Learning Outcome 3: Identify principles of intervention that may guide a reading intervention plan for a student with reading difficulties.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
select and administer appropriate formal and informal assessments including technology-based assessments.
understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
can interpret the results of these tests and assessments.

Standard Element 3.2: As a result, candidates place students along a developmental continuum and identify students’ proficiencies and difficulties.

Candidates
- compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
- recognize the variability in reading levels across children in the same grade and within a child across different subject areas.
- can identify students’ proficiencies and difficulties.
- recognize the need to make referrals for appropriate services.

Standard Element 3.3: As a result, candidates use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Candidates
- analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

Standard 4: Creating a Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

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**Assignment Introduction Text:** Intervention should not be limited to one method or set of materials. This video clip focuses on providing students who have reading difficulties a variety of learning opportunities that recognize their learning strengths.

**Video Asset:** *Teaching to Diverse Learning Styles*

**URL:**

**Question 1 Text:** Why is it important to vary instructional methods, particularly when you have students who are experiencing difficulties with reading?

**Question 1 Hint:** Think about success and motivation paired with instruction.

**Question 1 Feedback:** Students can be discouraged with the worksheets and drills approach to improving reading. Students need to have reading experiences in which they find success and that help increase their personal motivation to continue to want to learn. Varied approaches may provide the scaffolding needed to build confidence and increase basic reading skills.

**Question 2 Text:** Explain the theory of multiple intelligences (Gardner, 1983, 1999) and identify the eight research-based intelligences.

**Question 2 Hint:** Consider the different ways that students show learning strengths.

**Question 2 Feedback:** Psychologist Howard Gardner developed the theory of multiple intelligences. He theorized that intelligence was broader than an IQ score. He believed that humans possess a broad range of capabilities that could be grouped into eight comprehensive categories or intelligences. He determined that each person possesses all eight intelligences to some degree and that the intelligences work together in complex ways. The theory of multiple intelligences is a good model for looking at personal learning strengths and examining areas that need improvement. The eight recognized intelligences are verbal-linguistic, mathematical-logical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist.

**Question 3 Text:** What are some examples of multiple intelligences–based activities that are modeled in the video clip?

**Question 3 Hint:** How did students show various modifications to instruction using multiple intelligences?

**Question 3 Feedback:** Guided reading and partner reading may be linked to verbal-linguistic and interpersonal intelligences. Use of technology (computer-based practice or lessons) could be verbal-linguistic, visual-spatial, and bodily-kinesthetic as well as
interpersonal or intrapersonal, depending on the teacher’s classroom arrangement. Amber’s role-play of the story excerpt was based in bodily-kinesthetic and interpersonal intelligences as she moved to pantomime the meaning of the words and performed for an audience of her peers.

Assignments and Activities Title 7: Intervention Strategies for Nonfiction Reading

Learning Outcome 4: Connect intervention strategies for reading difficulties with specific identified student needs.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a **wide range of assessment tools and practices** that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
- can interpret the results of these tests and assessments.
Standard Element 3.3: As a result, candidates use assessment information to **plan, evaluate, and revise effective instruction** that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Candidates

- analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

**Standard 4: Creating a Literate Environment**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates **use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program**.

Candidates

- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

Standard Element 4.4: As a result, candidates **motivate learners to be lifelong readers**.

Candidates

- support students’ choices of reading materials.
- effectively plan and implement instruction that motivates readers intrinsically and extrinsically.
- are aware of children’s literature, interests, and reading levels of students in their class and can select appropriate text.
- assist children in discovering reading for personal purposes.
- can provide an evidence-based rationale for their practice.
Assignment Introduction Text: Ms. Thompson, a fifth-grade teacher, guides her class through nonfiction reading intervention strategies by providing guided instruction when using the text features of a content textbook. As you listen to her sharing on the video clip, consider how a class rather than only a small group of students with reading difficulties may need intervention and guided instruction.

Video Asset: Using Text Structure to Aid Struggling Readers
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=contentareareading&clipID=Using_Text_Structure_to_Aid_Struggling_Readers.flv

Question 1 Text: Although Ms. Thompson uses the term text structure, she is guiding students to use text features. Explain the difference between text features and text structures.
Question 1 Hint: Both text features and text structures may be present in content material.
Question 1 Feedback: Text features are those parts of a text that provide additional information and clarification of concepts. They include maps, charts, diagrams, tables, graphs, pictures, and captions. These features support the information of the text or may provide new information that provides clarification or examples. Text structures are the patterns of organization used to present the content. The content of a passage is written to make connections and to link concepts. Text structures include sequential or chronological order, cause and effect, problem and solution, compare and contrast, or description.

Question 2 Text: Why is it important when using content textbooks to provide guided instruction for all students rather than only to students with reading difficulties?
Question 2 Hint: How does guided instruction help all students in content-based classes?
Question 2 Feedback: Students do not make an innate shift in reading purpose when changing from fiction to nonfiction texts, making them all potentially students with reading difficulties in that content. Students are taught to read content text but not as consistently to use text features and information found in them. Students must be able to maneuver through the nonfiction content textbook, to gather information, and to have a strategy to help them remember the content.

Question 3 Text: What strategies did Ms. Thompson find effective for her students? How might they be effective for all students with reading difficulties?
Question 3 Hint: Must reading strategies be different for proficient readers and students with reading difficulties?
Question 3 Feedback: Ms. Thompson broke down the material into manageable chunks, presented guided instruction on new content, highlighted specific features of the textbook, modeled what to look for and how to find specific information, and had
Students practice repeatedly with the textbook. These strategies are applicable to all students with reading difficulties and to students who may be experiencing new texts and reading demands for content. Intervention reading strategies are valuable for all students to build and strengthen their strategic reading skills to be used independently.

Assignments and Activities Title 8: Successful Tutoring

Learning Outcome 4: Connect intervention strategies for reading difficulties with specific identified student needs.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates

- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates

- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

**Standard 3: Assessment, Diagnosis, and Evaluation**
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a **wide range of assessment tools and practices** that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates

- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
- can interpret the results of these tests and assessments.
Standard Element 3.3: As a result, candidates use assessment information to **plan, evaluate, and revise effective instruction** that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Candidates
- analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

**Standard 4: Creating a Literate Environment**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates **use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.**

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

Standard Element 4.4: As a result, candidates **motivate learners to be lifelong readers.**

Candidates
- support students’ choices of reading materials.
- effectively plan and implement instruction that motivates readers intrinsically and extrinsically.
- are aware of children’s literature, interests, and reading levels of students in their class and can select appropriate text.
- assist children in discovering reading for personal purposes.
- can provide an evidence-based rationale for their practice.
Assignment Introduction Text: In this video clip, you will observe three sets of tutors and students working on specific skills that are individualized. Consider how tutors assist students in a one-to-one setting.

Video Asset: Extra Tutoring
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=specialeducation&clipID=SE06_211.flv

Question 1 Text: How does one-to-one instruction help a student with reading difficulties?
Question 1 Hint: Consider the individual needs of a student.
Question 1 Feedback: Intervention can be unique and specific. The student can get specific guidance and instruction in a strategy, multiple opportunities to practice in a safe setting, and immediate positive reinforcement. One-to-one instruction allows the teacher/tutor to monitor student progress and respond immediately to instructional needs. The personal one-to-one connection helps students who are easily distracted to maintain focus and purpose during instruction and practice and eliminates peer pressure and hesitancy in a group because the student is working independently. This one-to-one form of instruction helps a student build understanding and confidence, which the student can use to participate in a larger group setting.

Question 2 Text: What role does positive reinforcement play in student success?
Question 2 Hint: What did the tutors do that was encouraging?
Question 2 Feedback: Positive verbal feedback reinforces student success; the tutors used a variety of words and phrases that were encouraging, and they noted correct responses. They also offered corrective feedback when an incorrect answer was given. The reading tutor promptly gave a correct answer without being critical and then gave the tutee an opportunity to repeat the correct answer. Other tutors used encouraging words, asked students to explain their thinking, and accepted student responses with verbal and nonverbal responses. Students appeared comfortable and willing to continue to work with the tutors.

Question 3 Text: What skills must a successful tutor have when working with students with difficulties?
Question 3 Hint: What must tutors know and understand?
Question 3 Feedback: Successful tutoring programs must have trained volunteers and careful monitoring by a teacher. Tutors must be taught the strategies they in turn should use with the individual students. They must be knowledgeable of concepts if they are focusing on a particular content so that they present accurate and complete information. They should engage in reflection to consider how the session went and what needs the student may have for the next meeting. Tutors should understand the value of positive
reinforcement that is honestly given and should be actively engaged and committed to the tutoring sessions.