



Central Michigan University DDPD Course References Sample

EDU 508

Course Designator

Comprehensive Literacy

Course Title

3 (3-0)

Credit Hours

Optional Books

Fountas & Pinnell (2001) *Guiding Readers and Writers Grades 3-6* Heinemann Portsmouth, New Hampshire (Terrific for upper grade teachers!)

Diller, Debbie (2003) *Literacy Work Stations* Stenhouse Publishers Portland, Maine

Dorn, Linda and Soffos Carla (2001) *Shaping Literate Minds* Stenhouse Publishers Portland, Maine

Harvey, Stephanie and Goudvis, Anne (2000) *Strategies that Work* Stenhouse Publishers Portland, Maine

Other readings may be assigned by the instructor

Articles

Session I – Balanced Literacy

The Perspective of the Balanced Approach

Dixie Spiegel, S.M. Blair-Larsen, K.A. Williams. The Balanced Reading Program: Helping All Students Achieve Success (pp. 8-23) Newark, Delaware: The International Reading Association

Session III – What’s Right about Writing?

Orbit Handout (pp. 38-49) Shared Reading, Grade 4, Nonfiction, Orbit, Learning Media Ltd, 2001 What Happened?, Using Maps, Inferring Meaning, etc.

Matching Children to Text Handout
Puffin Book, Cam Jansen Adventure Series (pp. 1-9)

Session IV – Bridging the Gap-Shared Reading

What Really Matters for Struggling Readers, Allington, Richard. Designing Researched-Based Programs. Longman, 2001. (pp. 44-47)

Shared Reading in Grades 3-6, Elley, W.B. Lessons Learned from LARIC. Christchurch, New Zealand: University of Canterbury, 1988

Shaping a Literacy Processing System, Shaping Literate Minds (pp. 29-54), Dorn, Linda & Soffos Carla (2001) Shaping Literate Minds Stenhouse Publishers Portland, Maine

All Sorts of Sorts: Word Sorts that Reinforce Spelling and Phonetic Patterns, Brown, Sheron. (pp. 5, 7, 8, 17, 27, 69, 90, 98, 99, 169)

Session V – Guided Reading: The Early Developing Reader/Writer

Building an Early Reading Process: Active from the Start, Askew, Fountas, The Reading Teacher, Vol. 52, Oct. 1998