Teaching Reading PreK-8th
Spring 2012
The University of Montana

<table>
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<tr>
<th>Instructor: Nanci Moreland</th>
<th>Phone: 406-396-2169</th>
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<tbody>
<tr>
<td>EDU 497.07 Thursday 4:10-7:00 p.m.</td>
<td>Office: PJWEC 330</td>
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<td>Classroom: PJWEC 313</td>
<td>Hours: 1:30-2:30 p.m. Weds.</td>
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<tr>
<td>E-mail: <a href="mailto:nanci.moreland@msou.montana.edu">nanci.moreland@msou.montana.edu</a></td>
<td>2:00-2:45 and 3:15-4:00 p.m. Thurs. and by appt.</td>
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Course Purpose:

This class will prepare education majors to teach literacy to PK-8 students. Literacy is essential for academic success in all content areas and also for future socio-economic success in a global, information-based economy. Literacy significantly enhances the quality of life from cradle to grave. No skill set developed in K-12 schools more profoundly impacts the future well being of a child than the ability and desire to read and write.

Rationale for the Course:

1. Literacy is the heart of the elementary curriculum and the foundation for academic and intellectual endeavors throughout one’s life.
2. Literacy is the right of students, the purpose of education, and required in a democratic society.
3. NCLB establishes a national goal that all children will learn to read well by third grade. Discerning teachers are essential to achieve this goal.

Textbooks:


Optional but I recommend at least one of the following:


Other Materials:

- A recording device for student assessment purposes.
- A three ring binder (2 inch or so) with 2 sets of dividers (For your Teaching Reading Resource Binder).
- Composition Notebook
- Access to the APA Style Manual. Go to Mansfield Library to check the format of citations or look online at Owl Purdue. All written assignments will be scored including issues of spelling, grammar, punctuation, and formatting according to the APA Style Manual.
- One of the following children’s books:


**Goals for the Course:**

By the end of this semester you will:

1) understand the expanded definition of the nature of literacy and its social and cultural impact on a diverse and multicultural society;

2) establish the *conditions for literacy learning* in your own instructional practice;

3) create a variety of meaningful classroom activities, materials, & resources for future use, including selecting children’s literature that supports reading and content area goals;

4) develop a practical, working understanding of reading and writing processes as well as the theories and research which guide the instructional applications of those processes;

5) be able to identify which theory or research base informs your own and others instructional practices and use this knowledge to develop a coherent philosophy to guide future literacy instruction;

6) feel confident creating lessons which guide and assist students’ learning, foster critical analysis, and incorporate reading, writing, speaking, listening, and viewing competencies;

7) know a variety of ways to assess student abilities and plan for instruction accordingly;

8) develop the confidence and expertise to make instructional decisions regarding selection of materials and methods based on analysis of students’ needs, including remediation of reading difficulties.

9) be current with professional literature and research in the area of literacy studies;

10) challenge and reinforce your own beliefs and feelings about teaching and learning.

**Content and Standards**

Appropriately prepared reading professionals must have proficiency in six broad categories (*Standards for Reading Professionals*, Revised, 2010), developed by the Professional Standards and Ethics Committee of the International Reading Association and adopted by the National Council for Teachers of English (NCTE). The content and expectations for this course are woven into these six broad categories.

1. **Foundational Knowledge:** Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
   - Definitions of Reading: What is reading?
   - Psychological processes of reading: How does reading take place, how do psycholinguistics, schema theory, and cognitive development explain what takes place before, during, and after reading with readers in the emergent, early, and fluent stages?
   - Reading Theorists: How have different theorists defined the acquisition of literacy skills? How have our definitions of what it means to be literate changed over time?
   - Evidence: On what do we base our decisions for instructional practices and strategies for children?

2. **Curriculum and Instruction:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
o **Standards:** How do we use state and national standards to guide instruction? (IRA, NCTE, and OPI, Praxis and FTA)

o **Early Literacy:** How do early literacy skills develop? How do early childhood teachers teach reading in a developmentally appropriate manner?

o **Teaching the skills:** How do we teach vocabulary, word decoding and recognition, fluency, comprehension and study strategies?

o **Literature-based reading and reading curriculums:** What is the support for teaching reading with children’s books? What are the benefits of this method of instruction? How do we select books, organize for instruction, and assess literature-based reading? How do we evaluate the quality of reading curriculums? How do we supplement an adopted curriculum to ensure a quality reading program?

o **Content area reading:** How do we teach children to apply what they know about reading to content areas? How do we assure that students can comprehend a variety of texts?

o **Learning and Motivation:** How does our knowledge of the theories and processes for teaching reading, of language development and development of children and adolescents affect their development, acquisition of knowledge and motivation?

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

   o **Assessing for learning:** How do we select and use a variety of assessment tools that monitor literacy development? How does assessment shape instruction?

4. **Diversity:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

   o **Issues of diversity and exceptionality:** How do we teach so that all children will succeed? How do we teach reading to students not speaking English as a primary language?

   o **Critical literacy:** How can we use literacy as a means for social change? How do we further the inclusion of all students and voices?

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

   o **Lesson planning and classroom management:** How do we design appropriate lesson plans for reading? How do we group for instruction and manage the reading program?

   o **Organizing a reading program:** how do we organize for instruction for: time, space and content in a manner that reflects the needs of our students?

6. **Professional Learning and Leadership:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

   o **Professional reflections:** How can we understand our profession and its dynamics so we may speak fluently and critically as educators who hold the future in our hands?

   o **Pedagogical reflections:** How can reflection help us improve our ability to meet students’ needs? How do we evaluate our conceptions, strategies, curriculum and program choices to improve student learning?

**Criteria and Formats for Papers and Other Written Materials:**
Written assignments must be typed and in a font size of 12 point, and follow the APA 5th edition manuscript style. All references (including recommended picture books, etc…) related to any assignment should be referenced in a bibliography in APA style. All written assignments must have a title page. Late assignments are accepted with one letter grade deducted for each late day. I determine grades by a careful judgment of each assignment against a set of criteria, as indicated for that assignment. Note that each written assignment includes rigorous evaluation of the quality of writing. Clear communication is a requirement of our profession. Any work judged to be a below a “C” or 71%, is returned for student revision. Please make an appointment with me to discuss any revisions. The grade for revised work will be the average of the two papers.

**Attendance and Participation:**

Attendance and participation are required. More than one absence, repeated tardiness and/or unpreparedness, will result in a reduction of your final grade. Due to scheduling, each class is equivalent to three lectures. Therefore, your grade will be reduced by two increments (e.g. A to B+) for each absence after the first one. Teacher candidates missing more than three classes will not qualify for placement in the field component of this course. Teacher candidates with a failing grade at the end of the ten weeks prior to the field experience will not qualify for placement. Failure to stay up with the reading or bring to class the required materials will be reflected in your participation points.

**Graduate Students:**

All graduate students must complete a graduate increment for this course. A graduate increment for the block will involve participating in a research seminar attended by all graduate students and led on a rotating basis by participating block faculty. The seminar will meet five times during the semester. Exact meeting dates and time are to be announced. For one of these seminars you will be responsible for selecting a research article from a list of selected research journals, developing five discussion questions, disseminating the research article and questions to seminar participants and leading the seminar.

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).*

In addition to the assignments listed next, this is a professional development class. You will be observed for your disposition to become a professional teacher. This “disposition” includes your attention and efforts in class and in the field, your ability to take direction and suggestions, your courtesy to one another as well as all other professionals and community members. In other words, you are training to be a professional educator and during this time you are also a representative of The University of Montana. Discretion in dress, observable behaviors, and work ethic is strongly advised. According to department policy, students who do not have a passing grade at the end of the 10th week will not be placed in the field.
# Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A (94-100%)</td>
<td>188-200</td>
</tr>
<tr>
<td>A- (90-93)</td>
<td>180-187</td>
</tr>
<tr>
<td>B+ (88-89)</td>
<td>176-179</td>
</tr>
<tr>
<td>B (83-87)</td>
<td>166-175</td>
</tr>
<tr>
<td>B- (80-82)</td>
<td>160-165</td>
</tr>
<tr>
<td>C+ (78-79)</td>
<td>156-159</td>
</tr>
<tr>
<td>C (74-77)</td>
<td>148-155</td>
</tr>
<tr>
<td>C- (71-73)</td>
<td>142-147</td>
</tr>
<tr>
<td>D (61-70)</td>
<td>122-141</td>
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<tr>
<td>F (below 61%)</td>
<td>0-121</td>
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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Points</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Partner Chapter Presentation</td>
<td>15</td>
<td>30</td>
<td>Sign up during Week One</td>
</tr>
<tr>
<td>Strategy Share</td>
<td>5</td>
<td>10</td>
<td>Sign up during Week One</td>
</tr>
<tr>
<td>Literature Circle Organizer and Reflective Response</td>
<td>10</td>
<td>20</td>
<td>March 22nd</td>
</tr>
<tr>
<td>Literacy Screening</td>
<td>15</td>
<td>30</td>
<td>TBA</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td>20</td>
<td>April 12th</td>
</tr>
<tr>
<td>Reading Resource Binder and Philosophy for Teaching Reading</td>
<td>15</td>
<td>30</td>
<td>On or before April 30th - PJWCHS 330 (3rd floor off the lobby) To be returned during Finals Week Meeting</td>
</tr>
<tr>
<td>#1: Guided Reading Lesson* and Reflective Response</td>
<td>10</td>
<td>20</td>
<td>On or before Friday May 4th To be returned during Finals Week Meeting</td>
</tr>
<tr>
<td>#2 Whole Group Reading Lesson* and Reflective Response</td>
<td>10</td>
<td>20</td>
<td>On or Before Friday May 4th To be returned during Finals Week Meeting</td>
</tr>
<tr>
<td>Participation and Collaboration (includes activities, readings, student lessons, and Moodle Supplement)</td>
<td>10</td>
<td>20</td>
<td>Weekly</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>200</td>
<td></td>
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Description of Assignments:

Chapter Presentation (15 pts)

Working with one or two partners, you will teach the class using a chapter from our book. You will prepare an assignment that will be available the week prior to your chapter presentation, an in-class activity and a chapter assessment. Your group will be responsible for evaluating these assignments, providing feedback to your peers and returning them to the class the following week. I will model this for you and a sign-up sheet will be provided. Your peers’ completion of these activities will be a part of their participation grade.

Strategy Share (10 pts)

Model an evidenced based reading strategy using a quality children’s book. Provide a description of the strategy, including references. I will model this assignment for you and a sign-up sheet will be provided. These strategies can be collected throughout the class and compiled in your Reading Resource Binder you will compile.

Literature Circle Organizer and Reflective Response

In class, you will participate in a literature circle discussion based on one of the children’s trade books referenced above. Each member of the literature circle will be responsible for a component of the discussion, including an organizer for student use. After the discussion, you will submit a one page reflective response on the experience and include the organizer you created. Your response should describe the rationale for your choice, and the success of its implementation in your literature group. You will receive more detailed instructions on this assignment before you begin.

Literacy Screening (30pts)

PART 1: This assignment will include the administration of four literacy screening tools. You will pair up with a student from the Communication Sciences Department (this will be arranged in class). In a team, you will each give two literacy screening tools and take two literacy screening tools. You will then score each one and analyze the results. Then, together you will look at the performance of an elementary student (in a case study) and complete the scoring and analysis, report the results, and make appropriate recommendations. The tools include a phonological awareness task, a decoding task, a spelling task, and a fluency task.

Scoring Rubric

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Giving and taking description and results</td>
<td>5</td>
</tr>
<tr>
<td>Student’s scoring and analysis</td>
<td>4</td>
</tr>
<tr>
<td>Student’s results and recommendations</td>
<td>5</td>
</tr>
<tr>
<td>Your reflection of the process</td>
<td>4</td>
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PART 2: This part of the assignment will be independent. You will find an elementary age child to work with one on one (preferable 1st-3rd grade). Conduct a running record/reading inventory of the child reading. Record their reading (do not identify by name). Use the recording to help you analyse their reading level, miscues, fluency and comprehension. Guidance will be provided in class. Write a one to two page reflection summarizing the results and make appropriate recommendations.
**Scoring Rubric**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Administration of Running Record</td>
<td>3</td>
</tr>
<tr>
<td>Scoring of the Running Record</td>
<td>3</td>
</tr>
<tr>
<td>Analysis and Recommendations</td>
<td>2</td>
</tr>
<tr>
<td>Reflection</td>
<td>2</td>
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**Final Exam (10 pts)**

The final exam will consist of two parts, a case study response that details what a child needs to progress in their reading development and an in class portion that may include multiple choice, fill in the blank and short answer questions on content from throughout the 11 weeks of class.

**Reading Resource Binder and Philosophy for Teaching Reading (35 pts)**

This is a cumulative project. You will use your binder to organize a resource for teaching reading that you can use in your own classroom (I suggest keeping a digital copy as well). A rubric and description of this assignment will be provided.

**Whole Group and Small Group Reading Lessons (20 pts each)**

You and your partner will teach reading, preferably collaboratively, for 3 lessons in your field placement. Ideally, you might each teach one of the reading groups already in place in the classroom and will follow the plans your cooperating teacher has already prepared. You may also be asked to share a whole group reading lesson with the class. You are responsible for turning in two of three field lesson plans and reflections.

Your lesson will be completed in approximately 20-30 minutes (older classes may be longer). Between the small group and whole group lesson plan, one text choice must be narrative, and the other expository. A lesson plan format will be provided. Follow it precisely. Pay special attention to the development of quality objectives. Also, attend to the Montana Content Standards as well as the school district’s standards. Your assessment procedures should be directly aligned to your high quality objectives and the standards you targeted. We will go over this in greater detail in class.

In 1-2 pages, provide a reflection describing what the experience taught you about how children learn to read. Include how the lesson went and what you would do differently next time (review the handout provided from Dr. McKenna on Professional Reflections).

**Disability Notification:**

If a student wishes to be identified as having a physical, mental, or learning disability that may require accommodations, that student should register with Disability Services in Lomasson Center. Email or bring in a copy of the appropriate form within a reasonable time frame with explicit accommodations that are necessary for success in the course.

**Cell Phones:**

Please be courteous and keep your cell phone ringer off. If you must respond immediately, please conduct your conversation in the hallway. Text messaging, playing games, taking photographs etc. are distracting to your classmates and therefore, not acceptable activities during class time.

**Extenuating Circumstances:** If a personal emergency occurs during the course of the semester, please notify the instructor in writing of the circumstances, including any request for an incomplete.
Appendix A: Bibliography


Appendix B: Web Based Resources

www.aft.org/american_educator/index.html - articles on reading and reading related topics
http://www.readingrockets.org – articles on reading and best practices
http://pbskids.org/lions - early reading information and activities
http://www.fcrr.org – articles about reading as well as downloadable activities for teaching reading
http://ldonline.org – articles about teaching reading
http://www.literacy.uconn.edu – articles about reading and reading activities
http://www.nationalreadingpanel.org – review of research presented by the National Reading Panel
http://reading.uoregon.edu/ - information about assessment and instruction
http://dibels.uoregon.edu – downloadable screenings and progress monitors
http://learner.org - resources for teachers (videos for teacher and student use)
http://school.discovery.com/schrockguide/ - lesson plans and activities
www.readwritethink.org – lesson plans and activities
http://www.texasreading.org/utcrla/default.asp - professional development and information about instruction
http://www.nifl.org
http://www.nifl.gov/partnershipforreading/publications/k-3.html
http://www.sedl.org/reading/framework/
http://www.balancedreading.com/
http://wwwpbs.org/launchingreaders/
http://cars.uth.tmc.edu/projects/
http://www.readingfirstsupport.us/
http://www.getreadytoread.org/
http://www.ncld.org/content/view/1035/389/
http://nces.ed.gov/nationsreportcard/about/
http://www.region10.org/dyslexia/
http://www.ncld.org/
http://interdys.org/
http://houstonida.org/
http://www.austinida.org/
http://www.neuhaus.org/

Websites for children:
http://www.starfall.com
http://cogcon.com/gamegoo