C&I 405.01: Teaching Reading K-8

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Course Purpose:

The purpose of this class is to prepare education majors to guide P-8 students in the developmental process of becoming literate citizens who can, and do, love to read and write. Literacy is essential for academic success in all content areas and also for future socio-economic success in a global, information-based economy. Reading 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.

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:


A faculty pack (three hole punched) of readings is available at Denny’s Copy Shop (Higgins & South Ave.)

Other Materials:

- A tape and a tape recorder to record a student reading for the purpose of conducting a running record. (Some were able to upload a WAV file via the Blackboard Assignment Tab for the Running Record and use a digital recorder from the TRC. Worth checking out.)

- Highlighters in three colors: yellow, pink and green.
☐ A three ring binder (2 inch or so) to hold fac pac and other resources – recycled is fine.

☐ Access to the APA Style Manual. Go to Mansfield Library or the TRC to check the format of citations. All written assignments will be scored including issues of spelling, grammar, punctuation, and formatting according to the APA Style Manual.

☐ Computer access. This course will have a significant online Blackboard extension and assignments will be required to be submitted to Blackboard electronically. In addition, regular quizzes will be administered online – some in multiple choice format, will be scored for you in “real time” to allow immediate feedback and opportunities to correct misunderstandings or clarify areas of ambiguity related to the Tompkins text.

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;

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 strategies for using children’s literature to teach content concepts;

9) develop the confidence and expertise to make instructional decisions regarding selection of materials and methods based on analysis of student needs;

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

11) be confident and adept integrating “big ideas” into a thematic unit that addresses at least 4 content areas and numerous state and national standards; and
12) challenge and reinforce your own beliefs and feelings about teaching and learning.

**Course Content:**

Students will demonstrate through their performance in class discussions, written exams, assignments, and created materials a thorough understanding of the following key concepts: (AKA Islands of Investigation)

1. **Definitions of Reading:** What is reading? (Anderson, et. Al., Harris, Rumelhart, Taylor, and Smith)

2. **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? (Chall, Harste, Smith, and Vygotsky)

3. **Reading Theorists:** How have different theorists defined reading? How have our definitions of what it means to be literate changed over time? (Goodman, Holdaway, Huey, Dewey, Rumelhart, Chomsky, Gardner, and Allington.)

4. **Emergent Literacy:** How do literacy skills develop naturally? How do we teach beginning reading using a holistic approach? (Ashton-Warner, Durkin, Heibert, and CIERA)

5. **Literature-based reading:** 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? (Tunnell, Harris, Cullinan)

6. **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? (Tompkins, Hennings)

7. **Teaching the skills:** How do we teach vocabulary, word recognition, (sight words, phonics, context clues), comprehension and study strategies? (Allington and Pearson) (Valencia, Clay, and Vacca & Vacca)

8. **Assessing for learning:** How do we select and use a variety of assessment tools that monitor literacy development? How does assessment shape instruction? (Clay, Valencia, and Vacca & Vacca)

9. **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? (Nieto, Rigg, and Allen)

10. **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? (Vacca & Vacca)

11. **Critical literacy:** How can we use literacy as a means for social change? How do we further the inclusion of all students and voices? (Kohn, Graves, McLaren, and Shannon)

12. **Standards:** How do we use state and national standards to guide instruction? (IRA, NCTE, and OPI)

13. **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?

**Electronic Assignment Submission via Blackboard Course Supplement:**

All assignments will be required to be submitted electronically via the course Blackboard extension as MS Word files (some may be in Power Point) and due on the days indicated in the Assignment Summary. The assignments are to be submitted directly to Grade Book using the link provided for each assignment under the Assignment tab on our Blackboard course extension. All assignments must follow the specific file name protocol modeled here. Lastname First Initial Assignment Title. Use no spaces or punctuation in your file name to avoid corruption. An example if I were to turn in Lesson Plan 1 would be: ElserTLessonPlan1. Keep in mind these do not go in the Digital Drop Box, but are submitted as attachments via the specific Assignment tabs. Look for the clipboards icon for Grade Book linked assignments. Details related to submission of your assignments will be reviewed the second week of class.

**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 76%, 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. However, please note that perfect attendance does not fulfill the requirements for an ‘A’. Failure to stay up with the reading or bring to class the required materials will be noted. Of special importance, please practice diligence as a Book Club member and come to class on Book Club days having read the entire
book and ready to engage in your Book Club Leaders Grand Conversation. I reserve the right to grade your book club tests and quizzes should club participants fail to honor the efforts of Club Leaders by coming prepared. Teamwork and class participation are extremely important in this class. Your colleagues will be depending on you.

Grading:

A (95-100%) (133-140pts.)
A- (92-94) (128-132pts.)
B+ (90-91) (126-127pts.)
B (87-89) (121-125pts.)
B- (84-86) (117-120pts.)
C+(81-83) (113-116pts.)
C (78-80) (109-112pts.)
C- (76-77) (106-108pts.)
D (68-75) (95-105pts.)
F (below 68) (below 94pts.)

Papers, quizzes, reading assignments, and class activities are designed to meet or exceed the dictates of our accrediting agencies, (the State of Montana and NCATE), the guidelines of the International Reading Association, (IRA) and the National Council of Teachers of English (NCTE), and the University requirements for an academic service learning experience.

 Appropriately prepared reading professionals must have proficiency in three broad categories (Standards for reading professionals, Revised, 2003), developed by the Professional Standards and Ethics Committee of the International Reading Association:

1. Knowledge and beliefs about reading, which includes an understanding of theories of reading development, reading psychology, and reading process, individual differences, the nature of reading difficulties, and principles of assessment.

2. Instruction and assessment, which includes being able to create instructional environments, to teach word identification, phonemic awareness, phonics, vocabulary, comprehension strategies, writing, study skills, and to assess student performance and progress.

3. Organizing and enhancing a reading program, which includes the ability to communicate information about reading, to develop curricula, to participate in professional development, and to engage in professional activities.
In addition, 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. You may select to think of this as the first phase of the longest interview of your career.

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.

Assignment Summary:

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Description of Assignments:

**Quizzes**

There will be Blackboard administered quizzes conducted weekly connected to your reading assignments with emphasis on Tompkins. These will be open book or note and are intended to provide you with a means of monitoring your own comprehension of the texts, terms and applications presented in class. These quizzes will also help prepare you for your PRAXIS test and entry into professional discourse via your field experiences in the area of literacy development. Knowledge of terms, processes and procedures will help you communicate more effectively with teachers in your field placement and future student teaching assignments. (IRA Standards for Reading Professionals) Stay current with the text reading, faculty pack, and
classroom presentations. Quizzes count. Below is how I will award points for quizzes.

- The Quizzes for chapters 1-14 of Tompkins are required.
- There are 15 questions (not points) for each quiz.
- The quizzes are all open book and open note, however, I will only open Blackboard for the quizzes four days prior to each class and will close the Quizzes at 4:00 on the day of class.
- The quizzes on chapters assigned for a given week are to be completed prior to class during that week.
- You will have 2 chances at each quiz.
- Each quiz is potentially worth 2 points.
- One point will be earned for passing each quiz with 80% (meaning you may only miss three ...but this is open book and open note so......) If you score below an 80% (or 12 of 15 questions) you will not receive a point.
- For each quiz that you get 100% on, you will receive 2 points.
- While there are 20 points assigned in the syllabus for the quizzes, there is the potential to earn 28 points - adding 8 points (on an open-book and open-note quiz... with 2 chances) available to you as extra credit. Get 100% correct on each quiz and you will have 28/20!
- I will exclude the quizzes from the grade book calculations until we are done with Tompkins, then I will add your personal summary under Summative Quiz Score with the total quiz points earned.

**Running Record**

Select a child to participate as the subject for a running record. Have the child read an unfamiliar piece of writing and tape him/her while you conduct a Running Record following the procedure taught in class. Conduct a miscue analysis of the child’s pattern of errors (MSV). **Analyze the patterns of errors.** What can you determine about this child’s development as a maker of meaning? As a classroom teacher, **describe the next learning step for this child and articulate your plan** for guiding this student. Once again, frame your plan in terms of specific learning activities. Use the models shared in the faculty pack and in class to determine the proficiency of your student. (See pages 47-68.)

Administer an interest inventory and an attitude inventory (see the faculty pack for several addressing different developmental levels, pages 74-89) to the student. Based on the results, include a list (in list form, with justification) of recommended reading. This is not partner assignment. **(NCATE Standards: 10.58.521, c, v & d, i.)**

Your Running Record Assignment, when completed, will include the following:

- The recording of the child reading the text.
- The text (either type it up or submit a photo copy of the actual text read by the child.
- The running record you conducted on the child including MSV analysis and following the form provided.
- An interest inventory done with the child (see forms in fac pac.)
- Your analysis paper including:
  - a short description of the child and context in which you took the Running Record
  - a brief written analysis of the child’s reading level, strengths and weakness based on their pattern of error and interests based on the inventory
  - the focused next learning step(s) that you would be conducting with this child if you were his or her teacher
  - a list of books that you might use with this learner based on both reading level and interest with justification for the selections you made. Don’t forget APA bibliography for books recommended.
This is the only assignment that will be submitted in hard copy form, however, you are encouraged to attach the paper portion to this link as well as submit a hard copy with all other materials. This will serve as a test of your use of this Blackboard Assignment and Grade Book extension.

**Book Club**

You will be assigned to a book club for the semester. Usually we have about six people per club. Each member of each group will take a turn, with a partner, leading the discussion for one of the children’s books selected for this class. For your grade, you will turn in your electronic file of book club materials, some of it done alone, part of it done with your partner. The individual portion of the file will include a discussion of three text connections for the assigned book:

- Introduction
- Text-to-life - What is the author saying about the human condition? What themes is the writer addressing? What did you learn about the world (people, time and place etc…) from reading this selection?
- Text-to-text - What other books are similar in some way to this one? In theme? In style? In setting? In character development? Is the book similar to other works by the author? Discuss at least six other books making text-to-text connections.
- Text-to-self - What did you think of the book? What was your reaction to the theme? What is your opinion of the book? What did you take away from reading this book? Did this book trigger any specific emotions or memories unique to your autobiography?
- Conclusion
- 1-2 page reflection on the Book Club Experience (How did it go? What did you learn? Were your peers engaged? What conditions for learning were supported by your activities? How did you reengage your peers with the text? What was the nature of your “Grand Conversation?”)

As always, include an introduction and a conclusion. This individual part of the paper should take no more than three or four pages. Follow it with your reflection (about a page) of the book club experience, e.g., how your peers participated, what changes you would make the next time, etc.

The rest of the materials in the electronic file(s) are prepared jointly.

- Include a one-page letter that you would send home to parents if you were going to use this book. It should explain book club and its purpose, why you chose this book and its value to students, and how what will happen with book club will help students become better readers.
- Include a list of discussion questions that you will ask during book club. Support for doing this will be provided in an in class handout.
- You will also design two quizzes (one from the first part of the book, one from the second) and a comprehensive exam for your book. The exam needs to include multiple choice, true/false, and short answer questions. You may also design a matching activity. Follow the guidelines on pages 90-94 in the faculty pack in preparing these assessment tools. The questions you ask should reinforce close, thoughtful engagement with the text and should parallel what you have discussed as being important in the narrative of this part of the paper. Include the quizzes and the exam (with keys) with your paper.
- Include a list of the state and national standards that these activities address.
- Include all materials developed and assigned quizzes or exams from participants. Each student will complete one of your quizzes; turn in their graded papers. One student will also complete the test; grade it and turn it in, also.
Book club is accompanied by food related to the book in some way and provided by the leaders, for their group only.

I will meet with the book club leaders briefly the week before your book club presentation. The completed Book Club Materials File will be electronically submitted and is due by midnight on Wednesday or Thursday the week following Book Club. (NCATE Standards: 10.58.521,1.a,iv, b, ii, A,B,C,D, c, i, & h, viii.)

Expert Team Presentations

Each student will participate as a member of an expert team which will present a chapter from the text book. This builds not only your instructional skills, but leads to greater mastery of the content. You never learn so much as when you teach. These presentations will be evaluated in class and will include a short PowerPoint. During the week following the presentation, each team member will complete electronically, a self-assessment rubric reflecting on the degree to which the conditions for learning were met by the team’s presentation and activities and articulating in a single sentence how each of the 8 conditions was addressed, if at all. The self-assessment rubric will be submitted to the Blackboard Assignment link no later than the week following the Expert Team presentation. Questions to focus your group presentation that will be reflected on the self-assessment rubric include:

- Did your team fulfill its objectives for the presentation?
- Was the class engaged?
- Which conditions for learning were met and how?
- What would you personally do differently if you could do this lesson again?

Lesson Plan 1 - Literacy Lesson Plans

You and your partner will teach reading collaboratively for five consecutive days in your field placement class. 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. He/she may also let you design your own plans. As a result of this experience, you will submit one of those daily lesson plans, (this is one of the two required lesson plans for this class), along with a brief individual reflection, 1-2 pages, describing what the experience taught you about how children learn to read. A lesson plan format will be provided in class and online. Follow it precisely. Pay special attention to the development of quality objectives that are skill referenced (what you want students to know and be able to do, not a description of your procedures in brief.) Also attend to the Montana content standards at the benchmark level in addition to national 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.

Lesson Plan 2 - Integrated Literacy Lesson Plan

With your teammate, you will turn in a Literacy Lesson plan that clearly demonstrates how you are using literacy strategies and materials to integrate content learning such as social studies, art, math, music, science, etc. This lesson will be included in your integrated unit.
Include content standards as well as communication arts standards that are met in this lesson. Again, pay special attention to the development of quality objectives that are skill referenced. (What you want students to know and be able to do, not a description of your procedures in brief.) Also attend to the Montana content standards at the benchmark level in addition to national standards. Your assessment procedures should be directly aligned to your high quality objectives and the standards you targeted.

**Service Learning Project**

As teachers we are committed to lifelong literacy. In addition, both the University and our department encourage or require undergraduates to participate in volunteerism or service learning during your college years. To that end, we will be involved in an academic service learning project this semester. To do this, you will engage the students with whom you are working in a service learning project that integrates theories you are teaching and putting them into practice in the community to address a real identified need. Your service learning projects will be connected to your integrated thematic units. The definition of your community will depend on the age of the students and the needs of your cooperating teacher. You will reflect on this project before you begin, as it is taking place, and reflecting on both foibles and successes upon its completion. On December 5\textsuperscript{th} or 6\textsuperscript{th}, you and your partner will present a PowerPoint presentation of your project and we will have a night of celebration.

In addition to the three reflections submitted on-line at key intervals throughout the project, you will develop a short (10 minutes -max) PowerPoint presentation in collaboration with your block partner. Your PowerPoint should document and summarize the entire service learning experience including the following points:

- What did you do?
- How is your service learning project connected to your integrated thematic unit?
- Who were your partners (community members, teachers, students, organizations?)
- What benefits (expected and unanticipated; personal, professional, societal or academic) occurred as a result of your project?
- Who benefited? Please note all stakeholders, not just the recipients of the “service.”
- What Montana content standards (literacy, social studies or others) did your project address?
- What service learning goals did the project address?
- What challenges did you face and how did you overcome them?
- What advice would you give to others doing a similar project?

**Final Literacy Reflection**

The “Final” exam for this class will be linked to the practical application of literacy instructional strategies during your integrated unit. It will be in the form of a short reflection paper analyzing how reading and writing as skill sets were employed and supported during your Integrated Thematic Unit in your field placement. This paper is directed to the application, analysis, and synthesis levels of thinking. In it you will reflect on and answer the following questions:

- How did you build background knowledge to enhance student comprehension?
How did you monitor student comprehension of various texts in multiple genres connected to your unit?

What scaffolds or supports did you employ to assure that struggling readers build their literacy skills, and master the content covered in the unit?

How did (or would) you assess the reading level of your students to determine text selection for the integrated unit?

How did you differentiate learning to accommodate learners at different reading (or writing) levels?

How did you employ writing to enhance student depth of understanding of the critical concepts or big ideas presented in the unit?

How were written responses (or other products) used as tools for formative and summative assessment of student learning and understanding?

C & I 405 Bibliography


