

EDUC 5308  
Elementary Reading  
Summer, 2014

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### **Course Description**

This course is designed to follow the development of the reader from a maturation perspective. This course investigates theories and research in reading so that candidates can explain, compare, contrast, and critique the theories and research. This course also examines techniques of teaching vocabulary development, comprehension skills, fluency building, word identification skills, and content area reading skills. Learning outcomes stem from core topics of emergent literacy, phonemic awareness, fluency, vocabulary, comprehension, content reading, assessment, organization and management skills, struggling readers, English language learners, and technology.

### **Reading Specialist Standards & Competencies**

#### **Standard I**

Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

#### **Standard II**

Assessment and Instruction: The reading specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

### **Course Text**

Vacca, Vacca, Gove, Burkey, Lenhart, and McKeon. (2012). *Reading and learning to read* (8<sup>th</sup> ed). Boston: Pearson.  
( MyEducationLab version required)

### **Course Objectives**

Throughout and upon completion of this course, the graduate students will be able to:

- demonstrate knowledge of major theories of reading
- identify and differentiate components of literacy
- design and/or use appropriate assessment strategies, interventions, and progress monitoring of students related to developmental reading needs

### **Course Format**

This class is offered as a web-based course. Your personal responsibility for working on your own and exerting the discipline necessary to complete the assignments on time is critical to your success. Graduate level coursework is not limited to accuracy, but should also reflect personal growth, effort, and commitment. Course credit will reflect progress demonstrated by preparedness, contribution to class sessions, adhering to deadlines, and assignment completion. Assignments, exams, and discussions will take place through both Blackboard and MyEducationLab, a required component of the course text. If at any time you have questions regarding the assignments, expectation or feedback I offer, please schedule a conference. Though this course is offered in web-based format, I am always willing to assist you in a more traditional manner if needed.

### **Class Contribution**

Graduate students are expected to perform at a level that demonstrates thought and application rather than an ability to "regurgitate text on a literal level". Please provide thoughtful, elaborate responses that convey your understanding. Though I will be compiling a tentative course schedule, I encourage you to check our Bb course homepage regularly for announcements that might note any changes to assignments. There is not a "set" of designated activities/assignments for

each chapter because the lab will determine that for each individual students based on your pretest. Some chapters will require more and some less focus depending on your understanding and content covered.

**Check your email daily for added assignments and feedback regarding your work.**

### **Assessment**

You will have several opportunities to articulate your understanding of text content. Each student will complete a pretest, post test, activities related to each chapter and finally, a chapter exam. The Course Navigation document will offer a detailed description of how to navigate each of these componenets.

### **Discussion Board**

You will participate in class discussions via the discussion tool in Blackboard. These will happen as needed and for summer courses there are very few. Please keep in mind that discussion forums, like graduate level writing, are expected to convey a thorough sense of understanding and should adhere to appropriate writing conventions. Though these discussions are informal in nature, please edit your work. Articulate your points using complete sentences with appropriate spelling, grammar and usage. Please do not create attachments for your posts. Submit your response directly into the body of the forum.

\*\*\*Each of the campus computer labs will be available to you for completion of web-based assignments as well as exams. Check the schedule for hours of operation.

### **Student Survey and Interview**

Becoming teacher researchers is a significant part of your maturation as a reading educator. In an effort to familiarize you with some of the techniques of researching your own instructional practice and the needs of your students, you will be conducting a student survey and interview on reading motivation. The article, which includes the survey, can be accessed in the Course Documents section of Blackboard. Each of you will locate an elementary age student (grade 2-6) to complete this survey. Please read the article in its entirety prior to scheduling your interview with the student. Upon completion of the survey, you will submit it along with an overview/analysis of your experience and findings.

### **Academic Integrity**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

**Note: All written assignments must be double-spaced; word processed; written in APA style; and free of mechanics, usage, and grammatical and spelling errors.**

*Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*

## **MyEducationLab and Blackboard**

It is advised to use Mozilla Firefox or Chrome for both the lab site as well as Blackboard. You will need to login to Bb 9 to access your assignments and discussion boards and/or blogs.

This course is designed to meet your individual learning level with regards to reading instruction. While some assignments will be collaborative in nature (discussions), much of what you do will be individualized lessons. The following is an overview of what to expect **each week** with regards to your content coverage:

### **Textbook**

First, this is an awesome text. Whether you are new to the field of education, and specifically reading, a practicing teacher or reading specialist, this book offers a comprehensive overview of what needs to be considered. It represents current views of the International Reading Association as well as up-to-date legislation that will affect the decisions you make as a practitioner. There are several notations throughout the text that highlight specific organizations and /or resources that will serve you well. You will also find that the eighth edition incorporates “Student Voices” which provide excerpts from developing readers themselves. By this point everyone should have either a hard copy or the etext version of the textbook. I have both, but am really enjoying using the etext. How you schedule the reading of each chapter is completely up to you. You will be assigned content each week that corresponds to each chapter. The only component that needs to take place prior to working through each chapter is the PreTest. (See below for specifics)

### **Chapter Content**

#### **Study Plans**

Each chapter will contain a pretest, posttest and a study plan. These items can be found under the Course Content heading of the left menu bar in MyEducationLab. After clicking Course Content you will need to click Study Plan to reveal each specific chapter. The chapter titles that appear should correlate with your textbook or etext. I would like you to complete the pretest prior to reading your chapter material. This allows me to view the results and keep up with what you will be doing each week as well as measure your progress. Again, the pretest need not be “prepared for”- the grade you receive is not representative of your overall grade, in fact, the pretest will not count against you unless you choose not to do it. Once you’ve taken your pretest, your study plan will be developed.

At this point you need to determine your best plan of action: You need to complete your study plan online AND read the chapter in your book. Please cover the text content as soon as you complete your pretest. It will definitely improve your understanding of the activities and posttest you complete.

After your pretest has been scored, you will return to the study plan area to find your learning outcome activities. If you see the word “complete” next to a learning outcome, it means you answered everything in the pretest correctly that correlated with that outcome so no extension work on it is necessary. The study plan activities you will complete are based on the learning outcomes that the pretest determined you need to focus upon. Each learning outcome can contain several activities, but some only have one. Watch the video clips, respond to the questions, and submit your response. While these activities are not ALL necessarily graded, they do provide immediate feedback and prepare you for the posttest and eventual chapter tests.

### **Motivation to Read Survey: Due August 8, 2014**

You will have the opportunity to interview a child between the ages of 2<sup>nd</sup>-6<sup>th</sup> grade regarding their reading habits and interests. Please read the entire article posted on Bb prior to administering the survey. Upon completion of the survey experience, complete the scoring and provide a written analysis of the experience (minimum 2 pages double-spaced). In your analysis, include the significance and benefit of using a tool like this in the classroom.

### **Web Resource Reviews – Optional**

**This is a list of websites I have students review in the long semester. I am not requiring this of you, but since so many of you are practicing teachers I would like to pass these sites along.**

Technology, and its use, has a significant influence on current reading instruction. You will be asked to review several web-resources that will correlate with the reading of our textbook. I encourage you to visit the site, explore its capability, and report on its overall use. A review is often used as a critique so remember to include all aspects of the site and its functionality. Each chapter review will be submitted through Bb.

### Chapter Tests

As a culminating assessment for each chapter, you will complete the multiple choice section of each chapter exam. Chapter exams can be found on the left menu bar of our course in MyEducationLab.(This is a different test than your pre/post test which was located in the Study Plan under Course Content.) Locate the Chapter Test tab, click on the title of our book and then choose the chapter test. You are only responsible for completing the Multiple Choice portion of each chapter test. There should be a total of 15 questions. The tests automatically default to 1 hour, but this portion should take you no more than 20 minutes. After taking short pretest, posttests, reading your text chapters and completing activities you should know this information well!

### Support

There are several levels of support that are offered to you as you navigate this web-class. First and foremost, you have me. If at any time you feel the need to schedule a conference or simply need to have a discussion regarding course assignments, please contact me. In addition, the Pearson site offers phone, email and live chat support which I encourage you to use. I also have a specific Pearson representative that I can contact with any difficulties you might experience. The following link is a collection of short video clips that might prove useful as you work through the weeks:

<http://www.youtube.com/playlist?list=PL93883853207F1345&feature=plcp>

The following is a framework for coverage:

Chapter Focus		Due Date
1: The Importance in a Belief System	Study Plan(PreT,Act, PostT) Discussion Board <b>Chapter 1 Test</b>	
2: Approaches to Reading Instruction	Study Plan(PreT,Act, PostT) <b>Chapter 2 Test</b>	
3: Meeting the Literacy Needs of Diverse Learners	Study Plan(PreT,Act, PostT) <b>Chapter 3 Test</b>	Due 7/18 at 10 pm
4: Early Literacy: From Birth to School	Study Plan(PreT,Act, PostT) Discussion Board <b>Chapter 4 Test</b>	
5: Literacy Instruction for Beginning Readers and Writers	Study Plan(PreT,Act, PostT) <b>Chapter 5 Test</b>	
6: Assessing Reading Performance	Study Plan(PreT,Act, PostT) <b>Chapter 6 Test</b>	Due 7/25 at 10 pm
7: Word Identification	Study Plan(PreT,Act, PostT) Discussion Board <b>Chapter 7 Test</b>	

8: Reading Fluency	Study Plan(PreT,Act, PostT) Discussion Board <b>Chapter 8 Test</b>	
9: Vocabulary	Study Plan(PreT,Act, PostT) <b>Chapter 9 Test</b>	Due 8/1 at 10 pm
10:Reading Comprehension	Study Plan(PreT,Act, PostT) <b>Chapter 10 Test</b>	
11: Reading-Writing Connections	Study Plan(PreT,Act, PostT) <b>Chapter 11 Test</b>	
12:Children and Literature	Study Plan(PreT,Act, PostT) <b>Chapter 12 Test</b> <b>Motivation to Read Survey</b>	Due 8/8 at 10 pm
13: Instructional Materials	Study Plan(PreT,Act, PostT) <b>Chapter 13 Test</b>	
14: Content Area Texts	Study Plan(PreT,Act, PostT) Discussion Board <b>Chapter 14 Test</b>	Due 8/13 at 10 pm

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### **Web Resources**

*These are resources that have been used in the past with regard to this class. From time to time, websites will be removed or changed. If you happen to come across a dead link, kindly let me know and I will take it off this list. For those of you who are practicing teachers, these are typically great classroom resources. Feel free to share with us some of your favorites as well.*

### **Chapter 1:**

#### **The New Literacies Research Lab**

<http://www.newliteracies.uconn.edu/events.html>

Visit Donald Leu and his colleagues at the New Literacies Research Lab at the University of Connecticut. This center is widely recognized for research on the new reading comprehension and learning skills required by the Internet and other emerging information and communication technologies. Leu's document should be the very first listed under Talks and Presentations. Take time to read over the abstract and respond.

#### **Consortium on Reading Excellence**

<http://www.corelearn.com/about/free-materials.html>

CORE, the Consortium on Reading Excellence, provides some free, generic checklists to assist reading coaches. Scroll down to the links listed as "walkthroughs" under For Coaches. If you are working in a school that employs a reading coach, take the time to visit their classroom to see what you find. There is also a description of an elementary reading coach. Does this definition match with your current district and their role of a reading coach?

### **Chapter 4:**

#### **PBS: *Between the Lions***

<http://pbskids.org/lions/>

This web site accompanies the children's show "Between the Lions". Parents are encouraged to read with the child during the show. Of particular relevance to this chapter is the read along section where children can have real books read aloud to them and follow along in the text. In your review, consider how a teacher could encourage parents to use these read-alouds with children.

#### **Family Education: *Get Ready to Read!***

<http://school.familyeducation.com/reading/early-learning/46528.html?detoured=1>

Send students to this web site to review the Get Ready to Read! screening tool, which is designed to be used by parents the year prior to kindergarten. As part of your review, critique the tool, comparing it to what you have learned about the beginnings of literacy.

### **Chapter 5:**

On page 176 of your textbook, you will find 5 related web sites for this chapter content. I have viewed all 5 and found them equally as helpful. Choose one of the sites to view and critique.

If you are interested in the site that describes Elkonin boxes, I prefer the following link:

[http://www.readingrockets.org/strategies/elkonin\\_boxes/](http://www.readingrockets.org/strategies/elkonin_boxes/)

### **Chapter 6:**

Listen to the podcast "Peter Afflerbach on assessment" on the International Reading Association's web site (scroll down under Podcasts and you might want to jot down some notes).

<http://www.reading.org/Resources/ResourcesByTopic/Assessment/Overview.aspx>

### **Chapter 7:**

### **Scholastic: *Clifford Interactive Storybooks***

<http://teacher.scholastic.com/clifford1>

Clifford The Big Red Dog has a series of interactive storybooks and online games that build phonics skills. While visiting the site, determine what kind of phonics instruction they see at work—is it analytic? Synthetic? Linguistic? Or is it a more contemporary approach?

### **The Dolch Kit**

[www.theschoolbell.com/Links/Dolch/Dolch.html](http://www.theschoolbell.com/Links/Dolch/Dolch.html)

The Dolch Kit contains high frequency word and phrase cards, as well as games and activities for practicing sight words.

### **Annenberg Media: *Word Study and Fluency***

<http://www.learner.org/workshops/readingk2/session3/byw1.html>

Use this video session in class or assign it for homework. The video examines word study and explicit fluency instruction in the primary grades. Dr. Jeanne R. Paratore reviews the four foundational elements of emergent literacy, the principles of phonics instruction, and the development of accuracy and fluency. Then a set of classroom excerpts that illustrate Dr. Paratore's points are shared. In the end, participants analyze a phonics lesson and discuss the controversies around effective phonics instruction.

### **Chapter 8**

#### **Children's Disabilities Information: *Paired Reading***

by Tracey Wood

[http://www.childrensdisabilities.info/learning\\_disabilities/paired-reading.html](http://www.childrensdisabilities.info/learning_disabilities/paired-reading.html)

Children with disabilities can benefit greatly from many fluency techniques mentioned in this chapter with a few adaptations. The suggestions would be a valuable addition when presenting this material.

#### **Reading Rockets: *Extending Readers Theatre***

<http://www.readingrockets.org/article/52140/>

In what other ways could teachers today use media for performance?

### **Chapter 9**

#### **Fun Brain: *Rooting Out Words***

<http://www.funbrain.com/roots/index.html>

Teachers can use this fun web site with students to practice joining common prefixes and suffixes with root words. How could this site be most effectively utilized in a class? Could it be used as a classroom center?

#### **Learning Point: *Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K–5***

by Camille L. Z. Blachowicz, Peter J. Fisher, and Susan Watts-Taffe

<http://www.learningpt.org/pdfs/literacy/vocabulary.pdf>

This document provides an overall comprehensive review of vocabulary instruction in the elementary grades.

### **Chapter 10 This is one of my FAVORITES!**

#### **ReadWriteThink**

<http://www.readwritethink.org/>

Search “comprehension” for numerous comprehension lessons for all grade levels. The entire site is amazing!

### **Chapter 11**

#### **Stranger in a Strange Land Blog**

<http://katrinamonkey.blogspot.com/2007/01/dialogue-journals-or-awesomeness-of-my.html>

Dialogue journals are popular in ESL classrooms. In this blog, a Canadian living in Korea talks about how she uses dialogue journals with her middle school students and their response to it.

## **Cyberkids**

[www.cyberkids.com/we](http://www.cyberkids.com/we)

Young writers can submit their stories for publication on this Web-based magazine for children ages 7 to 12. The submission guidelines are helpful.

## **Chapter 12**

### **100 Best Books for Kids**

<http://www.teachersfirst.com/100books.htm>

This list of the 100 Best Books for Kids was selected by the National Education Association, is posted on the TeachersFirst.com web site and recommends best books for kids grouped by age level. There are also site links to Reading Resources, Storytelling Resources, and Reading Lessons.

### **Storybook Online Network**

<http://www.storybookonline.net/Default.aspx>

This online storytelling community for children is a wonderful way for children to create, develop, and disseminate original short stories. Stories are started online and then others add to the story until it is finished. It's fun to read newly created episodes of Harry Potter and his classmates written by children!

## **Chapter 13**

### **Scott Foresman Reading Street Program Authors**

<http://www.scottforesman.com/reading/authorbios/index.cfm>

Basal readers today are authored by some of the country's leading reading researchers, and Scott Foresman introduces users to their distinguished authors. Do you think this is helpful information to include in a basal series? (Do you see any familiar names or faces?)