

Sul Ross State University Rio Grande College ■ 3107 Bob Rogers Drive, Eagle Pass, TX 78852 ■ 830.758.5006

EDUC 4308 – The Teaching of Reading – Spring 2016
Tuesdays 6:00-8:45 – Room D110

Required Text: *Creating Literacy Instruction for all Students* by Thomas G. Gunning. 7th Edition. Pearson Ed.
ISBN: 0138140820

Sul Ross State University Rio Grande College
Department of Education Mission:

“To develop life-long learners who are reflective practitioners of their craft.”

My Personal Mission:

“To be aware of the uniqueness of my students, colleagues, friends, and family and to treat that uniqueness with loving concern. I was created to develop a love for my profession and eagerness to go that extra mile, thus making a difference in the life of students and teachers that occupy my classroom. I am here to learn as much as I can, to experience as much as I can, to give as much as I can, and to love my family and myself as much as I can—as honestly, joyfully, and as long as I possibly can.”

Course Information

EDUC 4308 – The Teaching of
Reading
Spring 2016
3 credits
Room D110
Tuesdays 6:00-8:45

Instructor

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www.nationalreadingpanel.org

www.texas.ets.org

www.corwin.com

www.sbec.state.tx.us

1-888-863-5880

Jan. 19	Course Overview	Wemberly Worried
Jan. 26	Ch. 1 The Nature of Literacy	Hurty Feelings
Feb. 2	Ch. 2 Literacy for All: NCLB, RTI, & Diversity in the Classroom	The Three Little Piggies Rock Out In Class Demo Lesson
Feb. 9	Ch. 3 Assessing for Learning	Lily's Plastic Purple Purse Dyslexia, ARD Process & IEP's
Feb. 16	Ch. 4 Fostering Emergent/Early Literacy	Big Books
Feb. 23	Test #1 Chapters 1 -- 4	
Mar. 1	Ch. 5 Teaching Phonics, High Frequency Words, and Syllabic Analysis	Making Words
Mar. 8	Ch. 6 Building Vocabulary	Miss Alaineus Word Family Poem Due!
Mar. 22	Ch. 7 Comprehension: Theory and Strategies Ch. 8 Comprehension: Text Structures and Teaching Procedures	Today I Feel Silly
Mar. 29	Test #2 Chapters 5 -- 8	Reading Inventory Due!
Apr. 5	Ch. 9 Reading and Writing in the Content Areas and Study Skills	Hooway for Wodney Wat
Apr. 12	Ch. 10 Reading Literature	Jackalope Nursery Rhymes due!
Apr. 19	Ch. 11 Approaches to Teaching Reading	Rhyme Loop
Apr. 26	Ch. 12 Writing and Reading Ch.13 Creating & Managing a Literacy Program	Big Book Due! Lesson Critique Due!
May 3	Test #3 Chapters 9 -- 13	

COURSE GOALS & DESCRIPTION

Intense study of reading assessment, reading readiness, beginning reading, remedial reading, reading devices, and the use of audiovisual aids in Reading. Students will develop analytical skills by reading, thinking, and writing. This course will use lectures, reading, discussions, and images to try as best as possible within the 15 weeks to create a sound curriculum framework which provides standards designed to guide elementary pre-service teachers in the development of a coherent Reading curriculum from K-6 grade.

CORWIN

Corwin is the premier publisher for educators' professional development needs, providing books, kits, online courses and webinars, and workshops and institutes to help educators do their work better.

COURSE REQUIREMENTS

1. Class attendance and participation. There are 15 class meetings. Regular attendance is mandatory. Attendance will count as 99 points toward a major grade. Therefore, each day of attendance for the *entire period* will earn you 6.6 points. Class each day will begin at 6:00. I expect you to be punctual. Tardiness is not an option because it disrupts the flow of class. Therefore, if you arrive at 6:05 or later, you are welcome to stay but you will **NOT** get the points for that day; it will count as one absence. Early departures will equal one absence as well. **More than 2 absences will result in failing the course.**
2. Chapters will be discussed in class, therefore you are responsible for reading them.
3. Writing Requirement: 6 of 13 Mini Essays.
4. On-school Reading lesson implementation with critique.
5. **Create** a Big Book for Shared Reading, no glitter! 90 point Tw Cen font.
6. **Create** a "word family" rhyming poem, no glitter! 20 point Comic Sans font.
7. Conduct a Reading Inventory with a student that is **NOT** a relative.

8. Compile a Nursery Rhymes collection, no glitter! 90 point Tw Cen font.
9. All assignments will be worth 90 points each. Tests will be worth 100 points each. Attendance and participation will be worth 99 points.

TEST DESIGN

Objective items, short answer, and TExES formatted questions

COURSE GRADES

A=90-100 B=80-89 C=75-79 D=70-74 F=0-69

LATE assignments will not be accepted, please plan accordingly.

NOTE

You will need a 2-inch 3-ring binder, a good pair of scissors, markers or crayons & glue by next week. Have these every time we meet for class. There will be **NO test make-up date** for any of the tests. Please be present for all tests. Turn **off** or silence cell phones (not vibrate) prior to the start of each class and place in your pant's pocket or purse, **NOT** inside the desk.

ABSOLUTELY NO TEXTING DURING CLASS.

MINI ESSAYS

Students will receive a set of mini essay areas for each of the 13 reading assignments in the *Creating Literacy Instruction for all Students*. Students will select six areas (one from each of six of the thirteen) as the topic for a two to three page written mini essay (500 to 750 words, double spaced, 11 point font) responding to the chosen area. Expectations for student performance on the mini essay include the analysis and written communication skills (both content and the use of written Standard English). **Essays will be due on the day that chapter will be discussed.**

TIP: Choosing the topics/areas for the mini essay, does **not** mean that you are not responsible for reading and understanding the chapter for the weekly discussions.

WRITING LAB

The Rio Grande College Writing Lab is available to all students in all courses and offers a wide variety of help and useful information to enhance your writing skill.

HOW TO TAKE GOOD NOTES

Taking good notes on lectures and readings is an important skill that involves listening, thinking, and analyzing thoughtfully and with precision. Creating your own set of notes is one of the best ways to become an active learner since by taking notes, the student puts information into his or her own words in a way that is meaningful to the student. Following are some suggestions that you might want to consider adopting or adding to your own note-taking technique.

Use one notebook or binder for each course. Take notes on one side of the page only so that later when you review your notes you can go from page to page without flipping pages front side to back side. This technique helps with concentration.

TIP: For each week's lecture and reading assignment, it might be useful to begin notes with a synopsis of the readings, even if the synopsis is simply an outline of the chapters in our textbook along the lines of the following example from our first chapter:

Chapter 1

The Nature of Literacy

The Nature of Reading p. 3

Major Theories of Literacy and Language Development pp. 4-12

The Role of Language pp. 12-15

Importance of the Students' Cultures p. 15

Literacy and Technology: The New Literacies p. 15

A Reading and Writing Program for Today's Students pp. 17-23

Highly Effective Teachers pp. 23-25

Tools for the Classroom p. 25

A table such as this one provides a convenient, bird's-eye view of the contents of the chapter we will be reading and discussing during week one. Placed at the beginning of a set of notes, the table and notes will integrate readings and lectures in one place in your notebook.

When taking notes it is not necessary to record every single word, but be sure to copy the outline for the lecture and use it as the framework for your paraphrase of the lecture. Do not fall into the trap of thinking that since something the instructor says seems perfectly clear and obvious, there is no need to make a note on it. Dozens and dozens of clear and obvious statements over the course of the semester will tend to become blurred and jumbled.

Statements worth recording are generally introductory or general comments, cause and effect statements, conclusions, and results statements or summaries.

GETTING THE MOST OUT OF OUR TEXTBOOK

A textbook represents many decisions. The author, for example, decides what kind of a book he or she wishes to write. An instructor who chooses a text, decides on a particular text for well-defined reasons. A textbook, then, is to be taken seriously and if the most is to be gotten out of it, the reader should “attack” it aggressively, learn as much as he or she possible can from the book. What follows are a few hints or guidelines intended to help you read Thomas G. Gunning’s *Creating Literacy Instruction for all Students*.

First of all, get acquainted with your textbook before you dive into it. You will be “living” with it for the next fifteen weeks and how much you get out of it depends on how much you know about it from the very start. Gunning’s book is richly illustrated with practical strategies and illustrations, which serve as tools for learning.

The most important part of a reader’s preliminary investigation of a book should focus on what the author has to say about his own book. In his Prefaces (pp. xxiii-xxv), Thomas G. Gunning shares with us his concept of the book: How it will help you discover approaches and techniques that fit your teaching style and your teaching situation. Its aim is to present as fairly, completely, and clearly as possible the major approaches and techniques shown by research and practice to be successful.

Reading a text, of course, has its own rules. You shouldn’t read it as you would a newspaper nor should you, on the other hand, underline every word and try to memorize every word. You should however feel free to make marks in your own book! Underlining, notes, question marks, etc. can be important aids to learning and recalling information. You should try to read more than the words. It is the conclusions, the key concepts, and the important ideas that matter most. These are the kinds of statements that should be underlined to reinforce learning.

A good writer will help the reader by signaling what is really important. Gunning does this by breaking his chapters up into smaller parts that are set off by subtitles. The subtitles act as a flag or a signpost. They tell the reader what is coming up so he or she does not have to guess. Gunning is especially adept at using helpful figures, lessons, exemplary teaching, and images.

But the writer can’t do it alone. The reader must, through this transaction, approach the text with an active intellect, separating the statements that lead up to a conclusion from the conclusion itself. Once you think you have the conclusion or the major point in mind, it will be much easier to see the relevance of the supporting statements.

One final hint: Don’t be lazy and ignore words you don’t recognize. Look them up!

ACADEMIC DISHONESTY

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty.

- ☞ Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means
- ☞ Plagiarism is the act of taking the specific substance of another and offering it as one's own without giving credit to the source

Students found guilty of academic dishonesty will be assigned an appropriate academic penalty, including expulsion and reported to the Judicial Officer on campus.

MINI ESSAY AREAS

Major Theories of Literacy Learning and Language Development—Ch. 1 pp. 4-12

Diversity in the Classroom: Providing for the Literacy Needs of all Students—Ch. 2 pp. 35-45

Screening, Benchmark, and Progress-Monitoring Assessments—Ch. 3 pp. 76-83

Fostering Emergent Literacy—Ch. 4 pp. 124-171

Building Fluency—Ch. 5 pp. 239-245

Techniques for Teaching Words—Ch. 6 pp. 264-284

Comprehension Strategies—Ch. 7 pp. 311-344

The Role of Questions in Comprehension—Ch. 8 pp. 366-373

Instructional Techniques—Ch. 9 pp. 400-413

Voluntary (Self-Selected) Reading—Ch. 10 pp. 463-468

Basal/Anthology Approach—Ch. 11 pp. 474-480

The Process Approach to Writing, Writing Workshop, & Quickwrites—Ch. 12 pp. 510-529

Managing a Literacy Program—Ch. 13 pp. 551-563

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

- Standard I.** *Oral Language:* Teachers of young students understand the importance of oral language, and provide a variety of instructional opportunities for young student to develop listening and speaking skills.
- Standard II.** *Phonological and Phonemic Awareness:* Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
- Standard III.** *Alphabetic Principle:* Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conctional and intentional ways.
- Standard IV.** *Literacy Development and Practice:* Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
- Standard V.** *Word Analysis and Decoding:* Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
- Standard VI.** *Reading Fluency:* Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
- Standard VII.** *Reading Comprehension:* Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
- Standard VIII.** *Development of Written Communication:* Teachers understand that writing to communicate is a developmental process and provide instruction that helps youg students develop competence in written communication.
- Standard IX.** *Writing Conventions:* Teachers understand how young students use writing conventions and how to help students develop those conventions.
- Standard X.** *Assessment and Instruction of Developing Literacy:* Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
- Standard XI.** *Research and Inquiry Skills:* Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- Standard XII.** *Viewing and Representing:* Teachers understand how to interpret, analyze, evaluate, and produce.

In ED4308, the beginning teacher is able to:

- 1.1 acknowledge students' current oral language skills build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information
- 1.2 strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language
- 1.3 provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g. language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities
- 1.4 select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity
- 1.5 help students learn how to adapt students' spoken language to various audiences, purposes, and occasions
- 1.7 plan, implement, and monitor instruction that is focused on individual student's needs, strengths, and interests and is based on informal and formal assessment of students' progress in oral language development
- 1.9 provide opportunities for student to engage in active purposeful listening
- 1.11 support students' development of communication skills through the use of technology

- 2.1 plan, implement, and monitor instruction that is focused on individual students' needs and is based on continuous use of formal and informal assessments of individual students' phonological development
- 2.2 use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness
- 2.3 select and use instructional materials that promote students' phonological and phonemic awareness and build on students' current language skills
- 2.4 inform parents of their child's phonological development and its importance to reading and communicate with families about ways to encourage students' phonological awareness at home
- 2.5 communicate with other professionals and continually seek implications for practice from current research about phonological awareness

- 3.1 respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters

- 3.2 select and use instructional materials and strategies, including multisensory techniques (e.g. letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students' understanding of the elements of the alphabetic principle
- 3.3 use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction
- 3.4 communicate with parents about ways to increase students' alphabetic knowledge
- 3.5 communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge
- 3.6 provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts

- 4.1 provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words
- 4.2 assist young students in distinguishing letter forms from number forms and text from pictures
- 4.3 provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts
- 4.4 talk with students about their favorite books
- 4.5 engage students in story reading experiences and encourage young students to interact with others about stories
- 4.6 provide many opportunities for students to read and write in order to develop an extensive reading and writing vocabulary
- 4.7 assist young readers in selecting their own books for independent reading
- 4.8 teach students about authors and their purposes for writing
- 4.9 use formal and informal assessments of individual student's literacy development to plan, implement, and monitor instruction
- 4.10 communicate with families about ways to enhance students' literacy development
- 4.11 communicate with other professionals and continually seek implications for practice from current research on literacy acquisition
- 4.12 use technology to help students access a wide range of narrative and expository texts

- 5.1 teach the analysis of phonetically regular words in a simple-to-complex progression, i.e. phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables

- 5.2 teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently
- 5.3 teach students to recognize high-frequency irregular words by selecting words that appear frequently in students' books and reviewing difficult words often
- 5.4 teach students ways to identify vowel sound combinations and multisyllabic words
- 5.5 provide instruction in how to use structural cues to recognize compound words, base words, and inflections, e.g. prefixes and suffixes
- 5.6 teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning
- 5.7 use formal and informal assessments to analyze individual student's word identification and decoding skills in order to plan and monitor instruction
- 5.8 communicate with parents about ways to support students' word identification and decoding skills
- 5.9 communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification

- 6.1 identify and monitor on an ongoing basis young students' fluency levels by using leveled passages or reading materials on a daily basis
- 6.2 provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods
- 6.3 apply norms to reading fluency to evaluate students' reading fluency
- 6.4 communicate with families about students' reading fluency and ways they can help to increase students' fluency
- 6.5 communicate with other professionals and continually seek implications from current research about the development of students' reading fluency
- 6.6 provide opportunities for students to improve reading fluency through self-correction

- 7.1 formally and informally assess students' reading comprehension and provide focused instruction in reading comprehension based on individual student's needs
- 7.2 use a variety of instructional strategies to enhance students' listening and reading comprehension, including helping students link the content of texts to students' lives and connect related ideas across different texts
- 7.3 guide students in developing and using metacognitive skills

- 7.4 model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling
 - 7.5 provide frequent opportunities for student to engage in silent reading, both at school and at home
 - 7.6 guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction
 - 7.7 provide time for extended reading of a wide range of materials, including expository texts
 - 7.8 use instructional strategies that help increase students' reading vocabulary
 - 7.9 provide instruction that increases knowledge of students' own culture and the cultures of others through reading
 - 7.10 provide instruction in how to use graphics (e.g. tables, charts, and signs) and other informational texts and technologies (e.g. the Internet) to acquire information
 - 7.11 provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g. using reading journals and discussion) including relating background knowledge to literary texts
 - 7.12 teach elements of literary analysis, such as story elements and features of different literary genres
 - 7.13 provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn," (e.g. recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-areas and expository texts
 - 7.14 provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries
 - 7.15 communicate with families about students' reading comprehension and ways to encourage students' reading
 - 7.16 communicate with other professionals and seek implications for practice from ongoing research about the development of students' reading comprehension
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- 8.1 create an environment in which students are motivated to express ideas in writing
 - 8.2 teach purposeful, meaningful writing in connection with listening, speaking, and reading
 - 8.3 formally and informally monitor students' writing development and provide focused instruction to address student's individual strengths, needs, and interests
 - 8.4 provide instruction in various stages of writing, including prewriting, drafting, editing, and revising
 - 8.5 provide instruction in the use of available technology that facilitates written communication

- 8.6 provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences
- 8.7 provide opportunities for students to self-assess both personal writings (e.g. for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others
- 8.8 communicate with families about students' development of written communication and ways to encourage students' written communication
- 8.9 communicate with other professionals and continually seek implications for practice from current research about student's development of written communication
- 8.10 provide opportunities for students to conference with peers and the teacher

- 9.1 formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests
- 9.2 provide hands-on activities to help young students develop the fine motor skills necessary for writing
- 9.3 teach pencil grip, paper position, and beginning stroke
- 9.4 provide direct instruction and guided practice in English writing conventions (e.g. grammar, spelling, capitalization, and punctuation)
- 9.5 provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g. applying decoding skills as one strategy to help proofread spelling during the editing process)
- 9.6 work with student to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help student realize that accuracy in conventions is necessary when preparing a piece for publication
- 9.7 communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions
- 9.8 communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions

- 10.1 use multiple assessments to plan instruction in and monitor the literacy development of young students
- 10.2 analyze students' error in reading and writing and use them as a basis for future instruction
- 10.3 use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan
- 10.4 communicate students' progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students' work

- 10.5 communicate instructional decisions based on research, assessments, and knowledge of students
- 10.6 collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students' developing literacy

- 11.1 use ongoing assessment and knowledge of grade-level expectations to identify students' needs in regard to study and inquiry skills and to plan instruction
- 11.2 respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills
- 11.3 provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum
- 11.4 communicate with families/caregivers about students' study and inquiry skills development and collaborate to promote development in these areas
- 11.5 collaborate with other professionals and continually seek implications for practice from convergent research about students' development of study and inquiry skills
- 11.6 provide students with opportunities to use accepted formats for writing research, including the documentation of resources

- 12.2 compare and contrast print, visual, and electronic media (e.g. films and written stories)
- 12.4 teach students to analyze visual image makers' choices (e.g. related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning