

EDLA 591 Differentiated Literacy Instruction for Grades 3-8
Eastern Mennonite University
at Clymore Elementary School
Spring 2010

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Course dates: Feb. to May

- Dates: Thursdays January 21 to May 6 (no class on Feb. 4 April 1 or April 15)
- UVA Graham Lecture Series April 16, 9:00 to 4:00
(Accounts for 2 Class Sessions)

Location: Clymore Elementary School

Time: 4:30 to 7:30

Credits: 3 graduate credits

I. COURSE DESCRIPTION:

This course will develop an understanding of how children in grades 3 to 8 learn to read and write with and emphasis on differentiation and best practices to assist a variety of learners--reluctant, low-performing, gifted and at the same time designed to increase fluency, phonics, vocabulary and comprehension. The course will examine current reading research based on the findings of the National Reading Panel; and consider its implication for classroom instruction. The major topics covered are: (1) developmental stages of reading, and word knowledge, from transitional to advanced readers; (2) the five components of reading instruction outlined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary and comprehension; and (3) practical application of reading research in the classroom.

II. PURPOSE:

To develop the teacher's knowledge and understanding of current literacy research and practice and ability to implement literacy instruction based on a student's needs; and to provide experiences that will enhance the teacher's competence and confidence; and to use the classroom context as a laboratory for learning about literacy instruction.

III. EMU CONCEPTUAL FRAMEWORK:

"Preparing Caring, Reflective Teachers for a Changing World"

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

IV. M.A. IN EDUCATION PROGRAM OUTCOMES:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological), which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

V. COURSE OUTCOMES:

The student will:

1. Recognize reading, writing and spelling as developmental process and identify behaviors that characterize different stages. *(S.2)*
2. Develop and manage small group reading instruction, which focuses on word study, fluency, comprehension and vocabulary development based on the child's progress and needs. *(S.2; PK.1, I.2; I.3)*
3. Use assessment data to plan literacy instruction based on identified strengths and needs of the student. *(S.2; PK.1, I.2; I.3)*
4. Develop and use progress monitoring assessment to ensure that students are responding to literacy instruction. *(S.2; PK.1, I.2; I.3)*
5. Understand various theories of reading comprehension and the instruction that each supports. *(S.2, PK.1)*
6. Understand vocabulary development and acquire and apply strategies to support the development of listening, speaking, and reading vocabulary. *(S.2; PK.1, I.2; I.3)*

7. Understand fluency and its relationship to word recognition and comprehension and acquire strategies to support the development of accuracy, prosody, and rate. (S.2; PK.1, I.2; I.3)
8. Understand how current reading research can be applied in classroom reading instruction in order to design reading programs that are based on a child's individual strengths and needs. (S.2; PK.3)
9. Develop competence in reading selected research in the area of psychology and pedagogy of literacy development. (L.2, I.1; S.2)

VI. RATIONALE:

Research in literacy and its instruction has resulted in important conclusions:

- Literacy develops in a systematic fashion, but at different rates for different children. (Chall,1983; Adams ,1990; Clay, 1991; Henderson,1990)
- Where a child is in this development determines what he or she needs instructionally to progress. (Pinnell, Fountas,1996; Snow report,1998)
- Facility in reading and writing and all their sub-skills develop best when children are taught and given practice in contexts which require the coordinated use of those skills for meaningful and relevant purposes. (Chall, 1983; Collier, 1999; Hall, 2000)
- Direct instruction benefits students when it is purposefully designed to meet documented learner needs. (Moats,1999; Pressley,1999; Invernizzi,2000; Ganske,2000)
- The National Reading Panel Report (2000) emphasizes the need to link scientific research literature on reading to instructional practices. From this report five components comprise a comprehensive reading program: phonemic awareness, phonics, fluency, comprehension and vocabulary.

VII. INSTRUCTIONAL PROCEDURES:

Class time will be allocated to lectures by the course instructor covering the topics outlined; student participation in the form of colloquia and informal discussion; demonstrations and appropriate interactions and responses to those demonstrations; and student projects

VIII. REQUIRED TEXT BOOKS:

Graves, M. (2009). *Teaching Individual words*. Newark, DE: International Reading Association

Rasinski, T. (2003). *The Fluent Reader*. New York: Scholastic Professional Books.

Tyner, B. & Green, S. (2004). *Small Group Reading Instruction: A differentiated Teaching Model for intermediate Readers, Grades 3-8*. Newark, DE: International Reading Association

Wood, K. & Lapp, D. & Flood, J. & Taylor, D.B. (2008). *Guiding Readers Through Text: Strategy guides for new times*. Newark, DE: International Reading Association

IX. COURSE REQUIREMENTS AND METHODS OF EVALUATION:

Assignments and Grading Procedures:

1. Attendance (10 points)

All students are expected to contribute to this community of learners by attending each class and being a positive participant in discussions, presentations, and hands-on projects. You will lose 2 points for every missed class, which means that excused or unexcused absences could lower your final grade. (See attendance policy)

2. Read all assigned material and be prepared to discuss the materials during small group discussions (40 points- 8 responses)

- In order for our book discussions to be meaningful, you must do your assigned readings. You must be prepared to discuss the assigned text and articles and share ideas from your current teaching situations that will support the content of the current book talk.
- Through the use of the non-fiction literature circle format or one from our comprehension strategy hand-out, you will be asked to reflect on **2** chapters from **each** of the **four** assigned books.

3. Try it out reflections (30 points)

For each of the assigned reading books (With the exception of *Small Group Reading Instruction: A differentiated Teaching Model for intermediate Readers, Grades 3-8*) you will be asked to try out at least **one** best practice idea from each book. You will write up a lesson plan for the activity, teach the lesson and then reflect on the teaching process. You will share your lessons the group during share time each week. See the description below.

Activities for Comprehension:

- After reading *Guiding Readers Through Text: Strategy guides for new times*, plan and implement **one** “try it out” activity from any strategy suggested in the book with a small group of readers.
- For this book, I think you will find numerous strategies you will want to use. Picking one will be difficult. You can also include in the paper below, a list of other strategies you want to use and how you will use them.
- Write a one to two page response about the overall quality of the student’s reading behaviors based on the strategies you used. In the opening paragraph, set the stage by describing the group’s reading needs and level and give a rationale as to why you selected the strategy. Then describe what occurred during the lesson in terms of the students’ reactions and behavior. In your final section, explain the strengths of the lesson and what you would change. Turn in your lesson plan, student artifacts and

your paper. Be prepared to share your lesson with the class during share time each week.

Assignment for Vocabulary:

- After reading *Teaching Individual Words*, plan and implement **one** “try it out” activity from any strategy suggested in the book. Chapter 5 and 6 appear to be very helpful for this activity.
- After you have implemented the lessons, you will turn in a lesson plan along with support artifacts. You are to write a one to two page paper where you reflect on the lesson. In the opening paragraph, set the stage by describing the group’s reading needs and level and provide a rationale as to why you selected the strategy. Then describe what occurred during the lesson in terms of their reactions and behavior. In your final section, explain the strengths of the lesson and what you would change. Turn in your lesson plan, student artifacts and your paper. You will share your lesson with the group during share time each week.

Assignment for Fluency:

- While working with a small group of readers plan and implement one of the fluency reading strategies presented in *The Fluent Reader* by Timothy Rasinski.
- Write a one- to two page response about the overall quality of the student’s reading behaviors based on the strategies you used. In the opening paragraph, set the stage by describing the group’s reading needs and level and provide a rationale as to why you selected the strategy. Then describe what occurred during the lesson in terms of their reactions and behavior. In your final section, explain the strengths of the lesson and what you would change. Turn in your lesson plan, student artifacts and your paper. You will share your lesson with the group during share time each week.

4. Discussion leader: (10 points)

- Though you will be reading all assigned texts and articles, you will be the discussion leader for **one** of the assigned books (*Small Group Reading Instruction: A differentiated, Teaching Model for intermediate Readers, Grades 3-8, Teaching Individual Words, The Fluent Reader* or *Guiding Readers Through Text: Strategy guides for new times*). You will facilitate the book discussion for one book and articles by preparing several discussion questions for each chapter of your assigned book. Your presentation should summarize and interpret the assigned readings with the purpose of helping your classmates **make connections** between the material from the text and to classroom instruction.
- You will want to support your groups reading of your book by applying one of the comprehension strategies from our extra online “cookbook.”
- During your presentation, you may want to present your own lessons and classroom ideas that support the ideas from the book and article. You will also be responsible for getting the group to share their “try it out” lessons, if it applies to your book.
- You will turn in your discussion questions for each chapter and article, your groups comments and ah ha’s and the online “cookbook” strategy you tried.

Class Attendance and Participation	10 pts	Attend all classes, read assigned articles and participate in discussions.
Textbook Responses <u>2 reflections from each of the 4 assigned textbooks for a total of 8 response logs.</u>	40 pts	Format will be provided and reflections will be shared in small group discussions during class time.
Book Discussion Leader	20 pts	Grade will be based on discussion questions, hand-outs and quality of the group presentation.
Try it out assignments 1. Vocabulary 2. Oral Reading Strategies 3. Fluency	30 pts	You will plan and implement one strategy from each of your textbooks that focus on theory to practice: • <i>Teaching Individual Words</i> • <i>Guiding Readers Through Text</i> • <i>The Fluent Reader.</i>

Course Evaluation/ Grading:

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

1. Assignments must be typed using 12-point type and 1" margins. Participants are expected to use *Publication Manual of the American Psychological Association 5th Edition* for written assignments. For the purpose of this class, reflections and lesson plans can be written in an informal style.
2. Assignments must be clearly written and free of obvious spelling and grammatical errors. The EMU Graduate Level Writing Standards will be used to evaluate written work. (A writing rubric will be provided)

Your grade will be based on attending classes, preparing and reporting on assigned readings, handing in written assignments and participating in class projects.

Points/percentages equate to grades as follows:

96-100	A
92-95	A-
88-91	B+
84-87	B
80-83	B-
75-79	C

Credit can not be awarded for a grade less than a C.

Attendance Expectations: Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods in a three semester hour course (200 minutes for a 2-semester

hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.

Academic Honesty:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed with the M.A. Director and the provost's office.

Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

The readings listed below are required readings for the course. Because of time constraints, I recommend you read these articles prior to our first class. The articles were chosen to supplement the texts and include relevant research to the course.

REQUIRED READINGS

Response to Intervention

Fuchs, D. & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93-97.

Stages of Reading and Spelling

Bear, D. & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling and vocabulary. *The Reading Teacher*, 52(3), 222-240.

Word Recognition

Ehri, L. & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading and Writing Quarterly*, 14, 135- 164.

Comprehension Instruction

Cunningham, A. & Stanovich, K. (1998). What reading does for the mind. *American Educator*, Spring/Summer, 1-8.

Fluency

Pikulski, J. & Chard, D. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510-519.

Writing

Furr, D. (2003). Struggling readers get hooked on writing. *The Reading Teacher*, 56(6), 518-25.

Intervention Programs

Morris, D. (1996). A case study of middle school reading disability. *The Reading Teacher*, 49(5), pp. 368-377.

If you have already read these articles, I would gladly help you select other material to enhance and enrich your knowledge.

Tentative Class Schedule for Spring 2010

CLASS	TOPIC	ASSIGNMENTS DUE
Class 1 1/21	➤ Registration; Introductions; Survey; Syllabus ➤ What is differentiation? How does it relate to RtI? Why is it key to reading success?	➤ Pick a book for Book Discussion Leader Assignment
Class 2 1/28	➤ Differentiation and Response to Instruction ➤ Response to Intervention	➤ Read Chapters 1, 2 and 7 <i>Small Group Differentiation</i> ➤ Read Fuchs and Fuchs article on <i>Response to Intervention</i>
Class 3 2/11	➤ Stages of Literacy Development	➤ Read Chapters 3 and 4 <i>Small Group Differentiation</i> ➤ Group leaders prepare to lead discussion ➤ Read Ehri L. & S. McCormick (1998) <i>Phases of Word Learning</i> ➤ Complete graphic organizer
Class 4 2/18	➤ Transitional Readers ➤ Assessments QRI and STAR ➤ How to plan instruction based on assessment Data	➤ Read Chapters 5 and 6 <i>Small Group Differentiation</i> ➤ Group leaders prepare to lead discussion ➤ Read Bear, D. Templeton, S. (1998) <i>Explorations in developmental spelling</i> ➤ Complete graphic organizer
Class 5 2/25	➤ Comprehension ➤ Text- structure Nonfiction	➤ Read Cunningham, A. & Stanovich, K. (1998). What reading does for the mind. ➤ Complete Anticipation Guide

Class 6 3/4	➤ Comprehension ➤ QtA ➤ Think aloud	➤ Read Parts I-IV in <i>Guiding Readers Through Text</i>. ➤ Participate in Book Club for <i>Guiding Readers Through Text (I-IV)</i>. ➤ Share Try It Out Strategies from <i>Guiding Readers through text</i>.
Class 7 3/11	➤ Comprehension ➤ DRTA (Directed Reading Thinking Activity) ➤ Small group instruction to promote comprehension	➤ Read Parts V-VIII in <i>Guiding Readers Through Text</i>. ➤ Participate in Book Club ➤ Share Try It Out Strategies from <i>Guiding Readers through Text</i>. ➤ Read Pikulski, J. & Chard, D. (2005). <i>Fluency: Bridge between decoding and reading comprehension</i>
Class 8 3/18	➤ Fluency	➤ Read pages 5 through 101 <i>The Fluent Reader</i> ➤ Group leaders be prepare to lead discussion
Class 9 3/25	➤ Fluency	➤ Read pages 101 through 177 <i>The Fluent Reader</i> ➤ Group leaders prepare to lead discussion ➤ Share Try It Out strategies from <i>The Fluent Reader</i>
Class 10 4/8	➤ Vocabulary	➤ Read Chapters 1-4 in <i>Teaching Individual Words</i> ➤ Group leaders prepare to lead discussion
Class 11/12 4/16	➤ GEORGE GRAHAM LECTURE ➤ UVA Friday, April 16th, Lori Helman	English language Learners Lori Helman: Literacy Development with English Language Learners.
Class 13 4/22	➤ Vocabulary	➤ Finish <i>Teaching Individual Words</i> ➤ Group leaders prepare to lead discussion ➤ Share Try It Out Strategies from <i>Teaching Individual Words</i>

Class 14 4/29	➤ Reading in the Content Area ➤ Writing in the Content Area	➤ Read Furr, D. (2003). <i>Struggling readers get hooked on writing</i>.
Class 15 5/6	➤ Intervention Plans for Struggling Readers ➤ Putting it all together-Creating a plan for small group instruction ➤ Using assessment to plan instruction	➤ Read Morris, D. (1996). <i>A case study of middle school reading disability</i> ➤ Complete Graphic Organizer on article ➤ Share you ideas to revamp or enhance your current instructional plan

