

ED 342 Reading/ Diagnostic Reading
Eastern Mennonite University
Fall 2012

Tracy Hough, M.A.

Credit: 3 credit course (classroom: credit 2; practicum hours: 15 hours)

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Course Description:

This course is designed to focus on assessment as the basis for instruction. Based on assessment data, the candidate will recognize that a student's literacy develops over time and at that each stage of development requires different assessments as well as instructional focus. Candidates will be expected to analyze and use research based assessment measures that enable the candidate to make wise instructional decisions as well as provide documentation of progress. Candidates enrolled in this course learn to: construct and use affective measure of literacy behaviors, administer running records of leveled text, administer an informal reading inventory which includes measurements of developmental word knowledge, phonemic awareness, phonics and vocabulary, rate, fluency, oral reading accuracy and oral and silent comprehension. Results from assessment will be used to design appropriate instruction for a diverse student population. Ultimately, the candidate will know how to develop reading instruction that focuses on a balanced literacy approach that addresses phonemic awareness, phonics, word recognition, fluency, comprehension, and vocabulary.

To complement the classroom instruction, the candidate will participate in a one on one tutoring practicum for 15 hours. The candidate will be matched with a school age student, who experiences needs in reading and writing. This tutoring situation allows the candidate to applying literacy knowledge and expertise in one on one setting. Knowledge of the reading and writing process will be developed as candidates apply basic knowledge in actual teaching situations, are observed and receive feedback from a reading specialist or EMU instructor, and are then engaged in reflection and problem solving to enhance their performance. Practicum Evaluation rubric will be completed by the professors from the course and used for admissions to student teaching decisions.

Teacher Candidate Performance Outcomes:

The following Teacher Candidate Performance Outcomes are designed to support the Teacher Education Program Goals listed above. The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts*, Global Village General Education Curriculum* and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Outcomes:

The Candidate will:

1. Understand how children learn to read and write by examining the psychological, social/cultural and linguistic components of these processes. *(S. I.)*
2. Recognize speaking, reading, writing and spelling as developmental continua and identify behaviors that characterize different stages. *(S.)*
3. Examine evaluate and create the material to teach reading and writing, including the basal reading series, trade books, and electronic media and learn how to make appropriate selections based on the needs of the students in the classroom. *(PK.)*
4. Understand the spelling system of English orthography and recognize the relationship between spelling and word recognition. Understand the levels of English orthography as it relates to phonology, syntax, and semantics. *(S.; PK.)*
5. Develop competence in interpreting children's spelling development and making instructional recommendations from spelling evidence. *(S.,PK.)*
6. Be proficient in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills; and know how and where phonics instruction fits into a developmental approach to teaching reading at the various stages of reading. *(S., PK.)*
7. Understand various strategies to promote fluency, accuracy, and prosody thorough the use of storytelling, drama, choral/oral reading. *(S. PK.)*
8. Understand various theories of reading comprehension and the instruction that each supports. *(S.,PK.)*

9. Understand vocabulary development and acquire strategies to support the development. (S.; PK.)
10. Develop competence in reading selected research in the area of pedagogy of literacy development and understand how this supports best practices in literacy instruction. (L.; I.; S.)
11. Demonstrate the ability to administer literacy assessment and screening tools, both formal and informal, to diagnose and document progress in phonemic awareness, phonics, spelling, vocabulary, fluency, word recognition in isolation and in context, oral and silent reading comprehension, listening comprehension, several domains of writing, written compositions, attitudes and interests. (PK.)
12. Use assessment data to plan and implement instruction in reading writing and spelling to meet the needs of the student. Goals of instruction will be based on needs in phonemic awareness, phonics, word recognition in isolation and context, vocabulary, fluency, and comprehension; as well as, several domains of writing, written compositions. (S.; PK.)
13. Reflect and evaluate the effects on the teaching/learning process and adjust instruction based on current research and best practices in literacy. (I., L.)
14. Develop tools to track and monitor student progress over time. Understand how to prepare a case study, which is a summary and analysis of assessment data and instructional procedures. (PK.,L.)

Required Textbooks:

- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words their way*. (5th Ed). NJ: Prentice-Hall, Inc.
- Gunning, T. (). *Reading Success for All children: using formative assessment to guide instruction and intervention*. NJ: Jossey-Bass.
- Johnston, F. R., Invernizzi, M., & Juel, C. (2009). *Book Buddies: Tutoring Frame for Struggling Readers*. NY: The Guilford Press.
- Reutzel, D. Ray, and Cooter, Robert B. Jr. (2013). *The Essentials of Teaching Children to Read – The Teacher Makes the Difference* (3rd Edition). Pearson Education, Inc.

References:

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Fountas, I., & Pinnell, G. S. (2001). *Guiding readers and writers, grades 3-6: teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Snow, C. E., M. Burns, S., & Griffin P. (1998). *Preventing reading difficulties in young children*. Washington, D. C.: National Academy Press.
- Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.
- Wells, G. (1986) *The meaning makers*. NH: Heinemann.

Important Websites:

- Alliance for Excellent Education
<http://www.all4ed.org/publications/ReadingNext/>
- National Center for ESL Literacy Education
<http://www.cal.org/ncle/links.htm#publications>
- National Reading Panel
http://www.nationalreadingpanel.org/Documents/pr_finalreport.htm
- Office of Education Research and Instruction
<http://www.ed.gov/offices/OERI/>
- PALS Web Site
<http://curry.edschool.virginia.edu/go/pals>
- Reading First
<http://www.readingfirst.virginia.edu/>
- Reading Excellence Act
<http://www.ed.gov/offices/OESE/REA/>
- Literacy Coaching Clearinghouse
<http://www.literacycoachingonline.org/>
- International Reading Association
<http://www.reading.org/>
- National Institute for Literacy
<http://www.nifl.gov/>
- Reading Quest: A website for teachers that explores comprehension and content reading strategies and when to use them in social studies.

www.readingquest.org

Virginia Standards of Learning:

<http://www.pen.k12.va.us/VDOE/Instruction/wmstds/home.shtml>

Annenberg Foundation Videos:

<http://www.learner.org>

Professional Journals:

Book Links. American Library Association Chicago, IL

Journal of Adolescent and Adult Literacy (formerly *Journal of Reading*). International Reading Association Newark, DE

Language Arts. National Council of Teachers of English. Urbana, IL

The Reading Teacher. International Reading Association Newark, DE

Reading Online. International Reading Association

<http://www.readingonline.org/home.html/>

American Educational Research Journal

Journal of Educational Research

Journal of Learning Disabilities

Journal of Literacy Research

Reading Psychology

Reading Research and Instruction

Reading Research Quarterly

Remedial and Special Education

Course Evaluation/ Grading:

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

1. Assignments must be clearly written and free of obvious spelling and grammatical errors. The EMU Undergraduate Level Writing Standards will be used to evaluate written work.
2. Your grade will be based on attending classes, preparing and reporting on assigned readings, handing in written assignments and participating in class projects.

Grading Scale: (percent)

96-100 = A 81-83 = C+

93-95 = A- 78-80 = C

90-92 = B+ 75-77 = C-

87-89 = B 70-74 = D

84-86 = B- 65-67 = D-

* Remember it is expected that you will earn a C or better in all education courses.

Late Assignments:

If you need more time to complete an assignment, please contact Tracy Hough before the due date to discuss options. Otherwise points will be deducted for late assignments.

Absences:

- Points will be deducted from point totals for unexcused/excused absences, tardies and/or unsatisfactory participation in class activities.

- Unsatisfactory performance or excessive absences during class may result in removal from your field placement, which means you will not pass the course.

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Turnitin

Students at Eastern Mennonite University are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For this class, you will submit your papers to Turnitin from Moodle. When grading your work, I will interpret the originality report accordingly, and I will follow the Academic Integrity Policy as appropriate. For more information about and a demo of Turnitin, please see this site: <http://turnitin.com/static/>. Note that submitted papers become part of the Turnitin.com database.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access [ASC Tutoring](#) (also accessible through myEMU).

Communication:

Please check your e-mail regularly, I will communicate with you via e-mail regarding course work and practicum information.

Course Assignments

Course requirements for classroom work:

Participation, Absences, Tardies

20

- Points will be deducted from point totals for unexcused/excused absences, tardies and/or unsatisfactory participation in class activities. 1 point per hour missed will be deducted from your grade that includes excused absences.
- Unsatisfactory performance or excessive absences during class may result in removal from your field placement, which means you will not pass the course.

Phonics Competency

10

You will take a language competency, which covers concepts linguist concepts related to phonology, syntax and morphology.

Midterm Exam- performance base (In class)

15

You will watch a video of a child reading a passage orally. You will then do a running record on the oral reading where you note miscues, calculate word recognition in isolation and context, rate, and comprehension. Based on the data, you will describe the strengths and weaknesses of the child and create instructional goals based on the child's needs in WRI, WRC, Comprehension and Fluency.

Take Home Exam

20

In preparation for the RVE and to give you an opportunity to reflect on your knowledge about literacy and planning for instruction, you will take an open book, open note, open google take home exam. The exam is comprehensive.

Focus Group #2 Differentiated Reading Instruction

10

You will read and discuss a professional article which focuses the how's and whys of Response to Intervention. You will summarize the article by completing a non-fiction literature circle. You will facilitate the book discussion for the articles by preparing discussion questions. Your presentation should summarize and interpret the assigned readings with the purpose of helping your classmates **make connections** between the material from the material and to classroom instruction. A handout will be provided to explain the expectations for your write-up and reflection.

Course requirements for Practicum Placement

Developmental Spelling Assessment

10

Conduct the Developmental Spelling Analysis (from *Words Their Way*) with the whole class OR with a small group. You can ask your cooperating teacher what word list she recommends you begin with. (Letter Name, Within Word, Etc). Analyze the data and plan instruction based on the strength and weaknesses of your students.

DRTA Directed Reading Thinking Activity: Small Group Guided Reading lesson 30

The candidate will develop, implement and reflect on a DRTA Guided Reading Lesson for small group instruction. The candidate will choose appropriate leveled material to meet the instructional needs of the group. Candidate will follow the reading format similar to the reading intervention plan found in *Book Buddies* for the emergent, beginning or transitional reader. The candidate will plan with the practicum teacher to schedule a time to teach the lesson. Prior to teaching the lesson, the student will use the assigned lesson plan template found in *Book Buddies* to develop a written lesson plan. This lesson plan will be shared with the cooperating teacher 48 hours before the lesson is taught for feedback. Feedback should be added to the lesson. Finally, create a time that suits your practicum teacher so that he/she can observe you teach the lesson. Following the lesson the practicum teacher will conduct a post conference to reflect on how the lesson went. The candidate is expected to turn in a written reflection to Tracy Hough on the strengths and weaknesses of the lesson as well as the original lesson plan upon completion of the lesson.

Course requirements for Tutoring Portfolio and One-on-one tutoring:

Tutoring Plans 35

Prepare weekly tutoring plans for each day of tutoring, outlining strategies and materials used to improve reading, phonics, and comprehension. Each plan must include observations and reflections. These plans will be given to the instructor on Friday of each week for written feedback.

Case study Report 30

Use the data to plan a comprehensive program of instruction for the tutee from one on one tutoring. You will write a final case study summarizing the assessment data and tutoring instruction of your tutee.

Tutoring Portfolio 30

A tutoring portfolio will be created to document the tutee's growth over time in reading and writing based on the candidate's literacy instruction. The portfolio will include assessment data, goals for tutoring, work samples, lesson plans and the case study report.

Total 210