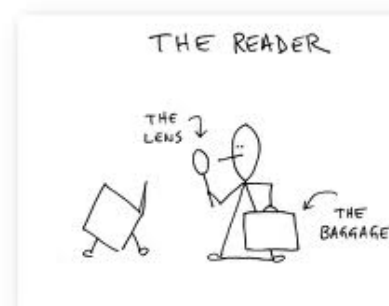


EDC 423
Teaching Comprehension and Response in Elementary School
Fall 2013



Meetings: Tues./Thurs., 12:30 – 1:45 PM
Location: Chafee, 219
Office Hours: Tues/Thurs, 10AM - 12PM
or by appointment

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Prerequisites:

Acceptance into teacher education plus EDC 312/512, or graduate standing

Course Description:

This course is a major professional course that prepares you to teach comprehension and response in grades 3-6, with concepts also applicable to grades K-2. Through class discussions, activities, observations, and assignments, you will examine the theory, materials, and methods underlying the effective use of narrative and expository texts in elementary classrooms. You will learn effective methods for teaching, organizing, and managing literacy instruction to ensure that you are prepared to assist all learners in meeting the Common Core State Standards.

Standards:

Course readings, activities, and assignments are designed to help you gain knowledge of literacy content and instructional practices. As such, they help you demonstrate the cumulative achievement of RI and national standards concerning your knowledge of, and ability to teach, reading and language arts as follows:

Rhode Island Professional Teacher Standards (RIPTS)

- 1 (learning experiences), 2 (content knowledge), 3 (developmentally appropriate instruction), 4 (diversity), 5 (critical thinking and literacy across content areas), 7 (collaboration with colleagues), 8 (effective communication), 9 (assessment), 10 (reflective practice), 11 (professional standards)

Standards for Reading Professionals (International Reading Association, 2010), Elementary Classroom Teacher role

- 1 (foundational knowledge), 2 (instructional strategies and materials), 3 (assessment), 4 (diversity), 5 (literate environment), 6 (professional learning and leadership)

School of Education Graduate Themes (for MA/TCP students)

- 1 (content knowledge), 3 (diverse learners), 6 (professional practice)

Additionally, the course is designed to provide you the knowledge and skills to help elementary students demonstrate proficiency in the Reading Standards for literature and informational text as presented in the *Common Core State Standards*.

Course Goals:

- To provide an opportunity for teacher candidates to model reading and writing as lifelong activities (RIPTS 1; IRA 6.2; SOE 6)
- To provide teacher candidates the opportunity to become familiar with a variety of authors, genres, and texts used in elementary classrooms and identify criteria for choosing narrative and informational trade books for elementary classrooms (RIPTS 1, 2; IRA 2.3; SOE 1)
- To build teacher candidates' understanding of the reading process as it relates to narrative and informational texts (RIPTS 2, 3, 10; IRA 1.1; SOE 1; CCSS: Literature and Info Text anchors 1-10, Speaking and Listening 1-3, Language 4-6)
- To build teacher candidates' understanding of the skills, strategies, and behaviors of proficient readers and those who struggle (RIPTS 2, 3, 10; IRA 1; SOE 3)
- To provide teacher candidates the opportunity to investigate and share instructional strategies for teaching comprehension and response to meet the needs of diverse learners (RIPTS 4, 5, 7, 10; IRA 2.1, 2.2, 2.3, 4.2; SOE 1, 3, 6; CCSS: Literature and Info Text anchors 1-10, Speaking and Listening 1-3, Language 4-6)
- To build candidates' understanding of metacognitive processes in reading and how to support the development of these processes (RIPTS 2, 3, 10; IRA 1; SOE 1; CCSS: Literature and Info Text anchors 1-10, Speaking and Listening 1-3, Language 4-6)
- To help candidates analyze narrative and expository texts with respect to supporting students in building meaning from them (RIPTS 2, 3, 10; IRA 1.1; SOE 1, 6; Literature and Info Text anchors 1-10, Language 4-6)
- To scaffold teacher candidates in using discussion as a means of teaching comprehension (RIPTS 2, 3, 5, 8, 10; IRA 2.1, 2.2, 2.3, 4.2; SOE 1, 6; CCSS: Speaking and Listening 1-3)
- To help teachers develop appropriate practices for assessing comprehension and vocabulary (RIPTS 9; IRA 3.2; SOE 5; CCSS: Literature and Info Text anchors 1-10, Speaking and Listening 1-3, Language 4-6)

Required Readings:

Class Wikispace: <http://uriedc423deeney.wikispaces.com>

Cornett, C. (2010). *Comprehension First*. Scottsdale, AZ: Holcomb Hathaway Publishers.

Articles and Chapters (all are available at web address listed and linked on the course wikispace)

*Beck, I., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*, Chapter 2 (pp. 15-30). New York, NY: Guilford Press. Available at: <http://www.fcoe.net/ela/pdf/Vocabulary/beck8.pdf>

- *Clark, L. & Holwadel, J. (2007). "Help! What's wrong with these literature circles and how can we fix them?" *The Reading Teacher*, 61(1), 21-29.
- *Council of Chief State School Officers, & National Governors Association Center for Best Practices (2010). (2010). *Common Core Standards for English Language Arts* (Introduction). Retrieved from Common Core Standards Initiative
<http://www.corestandards.org/the-standards>
- *Herrell, A., & Jordan, M. (2009). Realia strategies: Connecting language acquisition to the real world. In *Fifty Strategies for Teaching English Language Learners*, 2nd Ed. Boston: Pearson.
- *Partnership for Assessment of Readiness for College and Careers (PARCC) (2012). Overview of the Frameworks for ELA/Literacy. Available at:
<http://www.parcconline.org/mcf/english-language-artsliteracy/overview-frameworks-elaliteracy>
- *van den Broek, P., & Kremer, K. (2000). The mind in action: What is means to comprehend during reading. In B. M. Taylor, M. F. Graves, & P. van den Broek (Eds.), *Reading for meaning: Fostering comprehension in the middle grades* (pp. 1-31). Newark, DE: International Reading Association.

Children's Trade Books (all children's books will be loaned to you)

Osborn, M. P. Magic Tree House series. New York: Scholastic. (Choose one MTH book.)

Morris, N. (1995). *Caves*. New York: Crabtree Publishing.

Sachar, L. (1998). *Holes*. New York: Scholastic.

One challenged children's book (your choice) (you will get this from the CML)

One article from *National Geographic Explorer*

Course Requirements and Grading:

This course is an opportunity for you, as a prospective teacher, to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend class and participate thoughtfully in all activities. Points will be deducted for missed classes (10 points), tardiness (5 points), and late assignments (equivalent to one letter grade). In order to earn the maximum number of points for the course, please arrive on time and complete all assignments in a timely manner. If you miss a class, you may request a makeup assignment for one class.

Academic honesty and integrity are expected of all students. Any work that you submit must be your own work. Any ideas, information, approaches, or formats that you use based on the work

of others must be acknowledged by citing the appropriate sources. Citations must follow the format of the *Publication Manual of the American Psychological Association*, 6th Edition.

All course learning opportunities are designed to help you meet the *Rhode Island Professional Teacher Standards* and the Elementary Classroom Teacher role of the *IRA Standards for Reading Professionals (2010)*. Each opportunity is worth a number of points. The points earned for each assignment divided by the total number of possible points will yield a percentage. Grades will be assigned to percentages as follows:

94-100% = A	90-93% = A-	87-89% = B+
84-86% = B	80-83% = B-	77-79% = C+

Course evaluation is based on your participation and success in the following learning opportunities:

1. Participation: Your dispositions toward learning demonstrated through 1) prompt attendance, 2) active participation, 3) demonstrated understanding of readings and preparedness for classroom discussions, 4) professional interactions with colleagues and instructors (RIPTS 11; IRA 6.2; SOE 6) (50 points)
2. Quizzes: Your understanding of key concepts related to literacy teaching and learning demonstrated through your satisfactory performance on class assessments (RIPTS 2, 3, 4, 9; IRA 1, 2, 3; SOE 2, 3) (3 @ 25 points each = 75 pts)
3. Discussion Plan: Your understanding of text analysis, questioning, and facilitation practices demonstrated by you creating an expository text discussion plan for an upper elementary grade (3-6) (RIPTS 2, 3, 4, 5, 8, 10; IRA 1.1, 2.1, 2.2, 5.2, 6.2; SOE Themes 3, 4 and 6) (50 points)
4. Book Activities: Your involvement in and understanding of comprehending literature and informational text as demonstrated by your well-thought response to book activities (4 @ 15 pts. Each, 60 pts total) (RIPTS 1, 2, 3, 4, 5, 8; IRA 2, 4; SOE 3, 5)
5. Reflections: Your understanding of issues related to comprehension through reflections of Webcasts (2 @ 15 pts each)

Writing Assistance:

Your ability to write in a clear, grammatically correct, and organized fashion is vital to your success in this course (and your ultimate success as a classroom teacher). I am more than willing to meet with you to help you express your ideas in writing for a particular assignment. You can also make an appointment at the URI Writing Center on the 4th Floor of Roosevelt Hall (874-2367). There you will work for 30 minutes with an experienced writing tutor. If you aren't sure what to work on, the tutor will help you decide which issues are most crucial for the assignment at hand. Appointments are encouraged, but you may drop in and see if a tutor is available.

Cell Phone Usage:

All cell phones must be turned off and put away during class (this includes texting, tweeting, etc.) unless the in-class tasks necessitate the use of the Internet.

Due Dates:

All coursework is due on the assigned date, even if you are absent from class. If you are absent on a day an assignment is due, you can email it to me, or ask a friend to bring it in for you.

Assignments can be placed in my mailbox on the 7th floor of Chafee Hall.

COURSE SCHEDULE

Date	Focus and Central Question(s)	Readings Due	Assignments Due
Thurs. Sept 5	Course introduction		
Tues. Sept 10	Defining Reading and Reading Comprehension What is reading comprehension? <ul style="list-style-type: none"> Factors that affect comprehension 	Cornett, Ch. 1	
Thurs. Sept 12	How do we redefine reading comprehension? <ul style="list-style-type: none"> Comp as problem solving 	Cornett, Ch. 2 *van den Broek & Kremer (in class)	
Tues. Sept 17	What do the Common Core State Standards suggest about reading comprehension?	CCSS	
Thurs. Sept 19	Comprehension Factors: The Reader What reader factors affect comp?	Cornett, Ch. 6	
Tues. Sept 24	Comprehension Factors: The Teacher, Context, and Activity How do we support students' before, during, and after reading? Quiz #1	Cornett, Ch. 3	(Quiz #1)
Thurs. Sept 26	Comprehension Factors: The Text How do we think about texts for students? <ul style="list-style-type: none"> Choosing books Banned/challenged books 	Cornett, Ch. 5, p. 136-end	Book Activity #1: Challenged books
Tues. Oct 1	<ul style="list-style-type: none"> Big ideas versus main ideas Types and complexity 		
Thurs. Oct. 3	<ul style="list-style-type: none"> Text features that support (or do not support) comprehension 		
Tues. Oct 8	<ul style="list-style-type: none"> Ways to assess difficulty Text difficulty and the Common Core State Standards 	Cornett, Ch. 6	Book Activity #2: Problem solving for MTH book
Thurs. Oct 10	Comprehension factors: The teacher and teaching—Understanding the Reader to Teach the Reader How do we use assessments to plan instruction?	Cornett, Ch. 4	
Tues. Oct 15	How can we support English-only and ELL readers' active engagement with text to foster comprehension?	Cornett, Ch. 6 <i>Holes</i> , first half *Herrell & Jordan	Book Activity #3: Realia

Thurs. Oct 17	Comprehension factors: The teacher and teaching—Teaching Comprehension Processes How do we help students make inferences?	Revisit Cornett, Ch. 2 <i>Holes</i> , 2 nd half	
Tues. Oct 22	How do we engage students in close reading of a text? <ul style="list-style-type: none"> Teacher-led text-based discussions: Analyzing text QUIZ #2	Cornett, Ch. 7 *Common Core Standards (introduction); Reading K-5	(Quiz #2)
Thurs. Oct 24	<ul style="list-style-type: none"> Teacher-led text-based discussions: Planning for close reading and discussion 	<i>Caves</i> CCSS Speaking and Listening	
Tues. Oct 29	<ul style="list-style-type: none"> Teacher-led text-based discussion and ELLS 		
Thurs. Oct. 31	<ul style="list-style-type: none"> Student-led text discussions 	*Clarke & Holwadel Cornett, Ch. 7	Book activity #4: Literature circles
Tues Nov. 5	<ul style="list-style-type: none"> Discussion: Approximations of practice 		
Thurs. Nov 7	How do we provide opportunities to help students respond to text?	Cornett, Ch. 9	Close reading Text Based Discussion plan
Tues. Nov. 12	How can we support students' metacognition?	Cornett, Ch. 5	
Nov. 14	What does the CCSS expect in vocabulary? How do we teach vocabulary/ academic language to Eng and ELLs?	Cornett, Ch. 8 *Beck, et al, Ch. 2	
Tues. Nov. 19	Vocabulary instruction, continued		
Thurs. Nov. 21	How do mandated tests align with Standards and instruction? <ul style="list-style-type: none"> High stakes testing Ethical standards in teaching all students 	*PARCC website	
Tues. Nov 26	How can we organize instruction to meet the needs of diverse learners?	Cornett, Ch. 10	
Thurs. Nov. 28	No Class, Thanksgiving		
Tues. Dec. 3	Webinar-TBA Quiz #3		(Quiz #3) Webinar Reflection #1
Thurs. Dec 5	Webinar-TBA		Webinar Reflection #2