Foundations for Teaching Reading in Grades K-8
EDUC 158
Fall 2012

Mondays 1-4 p.m.
2326 Tolman

Instructor: *E-mail*: *Office Hours*: by appointment

Course Description: This 30-hour course will (1) introduce the student to the processes underlying reading acquisition and development, (2) explore effective practices in literacy instruction using evidence from research to guide practice, (3) provide a working knowledge of the language system to facilitate responsive and adaptive use of instructional programs, (4) give an overview of the prevention of reading difficulties, (5) study the principles underlying quality reading assessment, and (6) facilitate the development of a reading "toolbox" that includes practical skills, strategies, and knowledge to support ALL students on the road to literacy. This course is viewed merely as the beginning of a career-long journey to becoming a masterful reading teacher; the quantity and complexity of your knowledge will continue to grow through experience, inquiry, professional development, and commitment!

Course Structure: This course will have multidisciplinary roots, incorporating knowledge from cognitive and behavioral psychology, neurobiology, sociology, and human learning and development. Class sessions will include content presentations, whole-group discussions, small-group discussions, and a "practicum" component for opportunities to apply knowledge and skills in a comfortable, risk-free environment. Questions and mistakes are expected and embraced as perfect opportunities to learn.

RICA Preparation: Much of what you will learn in this course is included on the Reading Instruction Competence Assessment (RICA). In-class time will be allotted on a regular basis for specific RICA preparation. Test dates and registration deadlines can be found on the RICA website: http://www.rica.nesinc.com.

Assessment

Class grades will be based on the following:

15% Reading Responses (due every week unless you are presenting, with one pass week): write a 1-2 page summary of the main points from the week's readings; define key terms (given each week) and discuss how research can be linked to your teaching practice. Include one discussion question for the class. Please upload your summary each week to bSpace under "Assignments" by **midnight Saturday**. You can see an example of one of these summaries on bspace. *You are allowed one "pass" week of your choosing where you will not have to turn in a summary. Instead, please upload a file labeled "pass" to bpsace.*

15% Class Presentation (due date varies): you will work with another student to present an interactive 30-45 minute lesson to the class related to the week's reading. Be creative! Include a **handout** of the main ideas of the reading that you think will be helpful for teachers to have in their toolkit (bring paper copies to class and post it on bSpace), take a few minutes to give a general overview of the material, then help the class bridge research and practice by providing us with an experience you think will be engaging and useful, based on the reading.

10% Teaching Toolkit (due 11/19): by the end of the course you will complete a teaching toolkit. Your toolkit (in a three ring binder) should contain sections organized according to the following domains on the RICA:

Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
Domain 2: Word Analysis
Domain 3: Fluency
Domain 4: Vocabulary, Academic Language, and Background Knowledge
Domain 5: Comprehension

The Toolkit should include course readings and handouts, and can also include slides from presentations or other materials. You are required to add *one resource from outside of the course in each domain*. I will you point you towards helpful websites/sources for these.

40% Assessment Assignment:

Part #1 Initial Assessment (due 10/1): You will identify three focal students who are struggling readers as measured by state tests and/or classroom-level data. Specifically, you should have one student performing around the 25th percentile, one of the poorest readers in the class, and one struggling reader who is a second language learner.

a) In order to get an initial understanding of your focal students' knowledge, skills, and dispositions related to reading you will use the Qualitative Reading Inventory (QRI). You will begin by identifying students' independent, instructional, and frustration reading levels by having them read leveled word lists (p. 99). Once you have determined their instructional level, you will proceed by assessing their passage reading (using a running record), background knowledge, and reading comprehension.

b) Additionally, you will use the knowledge you have gained about your students' reading levels through the QRI to administer two (1-minute) DIBELS benchmark assessments per student in the areas of initial sound fluency, phoneme segmentation fluency, nonsense word fluency, and/or oral reading fluency (whatever is appropriate for each of your students). For example, if you are working in the early grades or with an extremely low older student, you might administer Initial Sound Fluency and Phoneme Segmentation Fluency. If you are working with students in second grade or older, you might use Nonsense Word Fluency and Oral Reading Fluency. All materials can be downloaded for free from the DIBELS website: https://dibels.uoregon.edu/measures/.

On 9/24 you will turn in the results of your initial assessments including a narrative description of the word-reading and comprehension strengths and needs of your three focal students (approximately 3 pages total).

Part #2 On-going progress monitoring and final report (due 11/30): You will collect DIBELS data for approximately eight weeks on your three focal students on the measures you chose during the benchmark assessment. Note that the benchmark assessment will be included in the eight weeks and is considered the first time point. Specifically, you will need to have four (4) data points on at least two (2) DIBELS measures for each of your three (3) focal students—data from a total of 4x2x3=24 one-minute tests.

Finally, you will also readminister the QRI to collect post-test data on students' reading levels, background knowledge, and reading comprehension skills.

Your final project commentary of 10-16 double-spaced pages should address the prompts listed below. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed. Provide graphic displays of your progress monitoring data, including aim and trend lines. (Include the figures and prompts in the page limit).

1. Identify which assessments you used and which areas of literacy they assess.

2. For each student, create a summary of student learning based on your on-going progress monitoring and students' response to classroom instruction. Describe students' initial assessment results (identified needs based on the QRI, DIBELS benchmark assessments, and the standards) and their progress relative to local and national norms. Summarize the results in narrative and graphic form (i.e., provide graphs of your data with both aim and trend lines).

3. Discuss each student appears to understand well and their needs (including a need for greater challenge). Cite evidence to support your analysis from the data you collected and any student work samples.

4. Based on the student performance on this assessment, describe the next steps for instruction and assessment for your students overall and any individualized next steps for the students whose individual learning you analyzed. These next steps may include a specific instructional activity or other forms of re-teaching to support or extend continued learning of objectives, standards, central focus, and/or relevant academic language. In your description, be sure to explain how these next steps follow from your analysis of the student performances.

20% Attendance and Participation: this course is action-packed and short. Therefore, missing even one class or being late will result in missing out on critical learning. That said, I understand that sometimes absence and lateness is unavoidable (e.g., illness, family emergencies). If you will be absent or late, please notify me in advance, if at all possible, and make arrangements to

get notes and handouts from a classmate. Missing two classes will affect your grade. If you are late to class, you will need to make up any missed work.

*<u>A note about participation:</u> participation is not defined solely on how often a person speaks up. Different people have different ways they best participate, all of which are valid: active listening, thoughtful preparation, a well-formulated idea, helping a classmate understand a concept, etc.

No Computers: I strongly recommend that do not use computers in this class, except for presentations. I believe more learning will be accomplished through active listening, taking notes while you read, and by reviewing the class materials available on bSpace.

Academic Integrity: Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from the instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment, be sure to seek clarification from your instructor beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. Honesty, fairness, trust, respect, accountability, and responsibility are necessary in order for any academic community to thrive. Please refer to the Student Guide to Academic Integrity at Cal for UC Berkeley's policies: http://students.berkeley.edu/osi/sja.asp?id=925.

Required Texts:

Most readings for this course will be uploaded to bspace. However, you are required to purchase:

Leslie, L. & Caldwell, J. (2011). *Qualitative Reading Inventory-5 (QRI)*. Boston: Pearson Education, Inc.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers*. Baltimore: Brookes Publishing.

Course Schedule

(Note that the schedule and readings may change and **indicates student presentation)

9/10/12: Session 1, Introduction

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

9/17/12: Session 2, Emergent Literacy

Moats, Chapters 1: Why Study Language?

Lesiak, J. (1997). Research based answers to questions about emergent literacy in kindergarten. Psychology in the Schools, 34 (2), 143-160.

Check out the DIBELS website. Create a login and download the Administration and Scoring Guide (6th Ed). Look through the scoring guides: Initial Sound Fluency (pp. 10-15) and Oral Reading and Retell Fluency (pp. 30-39). https://dibels.uoregon.edu/

Spend some time looking through the QRI and read pp. 37-54

9/24/12: Session 3, Phonology

Moats, Chapter 2: Phonetics

Moats, Chapter 3: Phonology

**Yopp, H. K. & Yopp, R. H. (2000). *Supporting phonemic awareness development in the classroom.* The Reading Teacher, 54(2), 130-143.

10/1/12: Session 4, Morphology and Syntax

Initial Assessment for PACT Project Due

Moats, Chapter 5: Morphology

**Moats, Chapter 7: Syntax

Mountain, L. (2005). ROOTing out meaning: More morphemic analysis for primary pupils. *International Reading Association*. (pp.742-749)

Visit http://vocablog-plc.blogspot.com/ and read the section on Morphology.

http://vocablog-plc.blogspot.com/p/glossary-of-terms.html

Guest Speaker: Susan Ebbers, Morphology

Sign up for RICA by this date!!!

10/8/12: Session 5, Vocabulary

Biemiller, A. (2003). Oral comprehension Sets the Ceiling on Reading Comprehension. *American Educator*, 27(1).

Beck, I.L., McKeown, M. G., & Kucan, L. (2001). *Introducing Vocabulary.* Bringing words to life: Robust vocabulary instruction, Chapter 3 (pp. 31-46).

Beck, I.L., McKeown, M. G., & Kucan, L. (2001). *Bringing vocabulary to life in the later grades.* Bringing words to life: Robust vocabulary instruction, Chapter 5 (pp. 72-85).

**Blachowicz, C. & Fisher, P. (2007). Best Practices in Vocabulary Instruction. In L.B. Gambrell, L. M. Morrow & M. Pressley (Eds.), Best Practices in Literacy Instruction (pp 220-237). New York: Guilford Press.

Dalton, B. & Grisham, D. L. (2011). Ten Ways to use technology to build vocabulary. *The Reading Teacher, 64*(5), 306-317.

Visit http://vocablog-plc.blogspot.com/ and read the section on vocabulary
http://vocablog-plc.blogspot.com/p/vocabulary-brief.html

Guest Speaker: Susan Ebbers, Vocabulary

10/15/12: Session 6, Phonics and Decoding

Moats, Chapter 8: Language and Instruction

**Beck, I. L. & Juel, C. (1995). The role of decoding in learning to read. *American Educator.*

Clymer, T. (1963). The utility of phonics generalizations in the primary grades. In R. D. Robinson (Ed.) Readings in Reading Instruction (pp. 66-72). Pearson.

Villaume, S. K. & Brabham, E. G. (2003). Phonics instruction: Beyond the debate. In R. D. Robinson (Ed.) Readings in Reading Instruction (pp. 77-83). Pearson.

Helman, Lori. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*. 57 (5). (pp. 237- 244)

10/22/12: Session 7, Fluency and Reading Practice

**Kuhn, M. & Rasinski, T. (2006). Best practices in fluency instruction. In L.B. Gambrell (Ed), *Best Practices in Literacy Instruction* (3rd Ed.), 204-217.

McKenna, M. Labbo, L. Reinkin, D. & Zucker, T. (2007). Effective Uses of Technology in Literacy Instruction. In L.B. Gambrell, L. M. Morrow & M. Pressley (Eds.), Best Practices in Literacy Instruction (pp 344-367). New York: Guilford Press.

Worthy, J. & Braoddus, K. (2001). Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher*, 55(4), 334-343.

Paige, D. D. (2011). "That Sounded Good!": Using Whole-Class Choral Reading to Improve Fluency. *The Reading Teacher, 64*(6), 435-438.

Bauer, E. B. & Arazi, J. (2011). Promoting Literacy Development for Beginning English Learners. *The Reading Teacher, 64*(5), 383-386.

10/29/12: Session 8, Comprehension I

**Block, C. & Pressley, M. (2007). Best Practices in Teaching Comprehension. In L.B. Gambrell, L. M. Morrow & M. Pressley (Eds.), Best Practices in Literacy Instruction (pp 220-237). New York: Guilford Press.

McLaughlin, M. (2012). Reading Comprehension: What every teacher needs to know. *The Reading Teacher*, 65(7), 432-440.

Mohr, K. A. & Mohr, E. S. (2007). Extending English-language learners' classroom interactions using the Response Protocol. *The Reading Teacher, 60(*5), 440–450. doi:10.1598/RT.60.5.4

Guest Speaker: Kathleen Herrmann, Parents as Literacy Partners

11/5/12: Session 9, Comprehension II

**Hoffman, J. & Shallert, D.L. (2004). Chapter 7: Nonfiction texts for young readers. *The texts in elementary classrooms.* Lawrence Erlbaum.

Pilonieta, P. & Medina, A. L. (2009). Reciprocal teaching for the primary grades: "We can do it too!" *The Reading Teacher, 63*(2), 120-129.

Textbook Circles for Teaching Comprehension (2010). *The Reading Teacher, 64*(3), 203-205.

Elisa Salasin 8/12/13 10:15 AM
Comment [3]: This reading focuses specfically on reading and ELL students.

Elisa Salasin 8/12/13 10:15 AM
Comment [4]: This reading focuses specfically on reading and ELL students.

Fiene, J., & McMahon, S. (2007). Assessing comprehension: A classroom-based process. *The Reading Teacher, 60*(5), 406-417.

Guest Speaker: Susie Goodin, Classroom Libraries

<u>**11/12/12: NO CLASS**</u>

<u>**11/19/12: Session 10, Reading Disabilities and Struggling Readers**</u>

Teaching Toolkit Due

**Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009): Effective Reading
Instruction for Struggling Readers: The Role of Direct/Explicit Teaching. *Reading & Writing Quarterly, 25*:2-3, 125-138.

Mesmer, E. M. & Mesmer, H. A. (2008). Response to Intervention (RTI): What Teachers of Reading Need to Know. *The Reading Teacher, 62*(4), 280-290.

Vaughn, et al. (2008). Response to Intervention with older students with reading difficulties. *Learning and Individual Differences, 18*, 338–345

Supplementary: Hall, S. & Moats, L. (1999). Reading difficulties and disabilities. *Straight Talk About Reading.* Chicago, IL: Contemporary Publishing Group, Inc. pp. 269-285.

 Final Assessment Assignment Due Friday, November 30th, in hard copy in my mailbox!

Optional RICA Review Session TBD