

TUSCULUM COLLEGE GRADUATE AND PROFESSIONAL STUDIES
EDUC416: Teaching Reading (K-6)
Course Syllabus

Instructor: Dr. XXX

Phone: (423) XXX

E-mail: XXX@tusculum.edu

Course Dates: January 7, 9, 14, 16, 28, and 30

Class Meeting Time: Tuesdays 8:30 a.m.-4:30 p.m.; Thursdays 8:30 a.m.-12:30 p.m.

Location: Morristown Center, Room 16

Course Number: BAM61

Office Hours: The instructor will be available to meet with candidates Monday through Friday on the home campus between 8:00 a.m.- 5:00 p.m. and, if requested, one hour before class in Morristown. Please call or email to arrange time/date.

Note: Calls are acceptable (8:00 a.m. - 9:00 p.m. Monday through Saturday. Texts may be sent any day at any time. The instructor's goal is to return e-mails and phone messages within 24 hours. In case of an emergency, please call (423) 444-1306 or (423) 636-7300 ext. 5693.

Course Description: EDUC 416 TEACHING READING.

This course provides a working knowledge of the basic theories, instructional models and materials for teaching reading in grades K-6. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a keystone within PreK-6 levels. Pre-service teachers will evaluate and implement strategies to address learning differences. An 18-hour practicum is required for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC 200, Sped 101, PSYC 305 and Admission to the Teacher Education Program. Offered every year.

Course Resources

Required Textbook(s):

Vacca, J. L., Vacca, R. T., Gove, M. K., Burkey, L. C., Lenhart, L. A., & McKeon, C. A. (2012). *Reading and learning to read* (8th ed.). Boston: Pearson Education, Inc.

Other Required Resources:

Zarrillo, James J. (2011). *Ready for Revised RICA* (3rd ed.). Boston: Pearson Education, Inc. http://search.half.ebay.com/ready%20for%20rica_W0QOmZtextbooks (\$20.99)
(You may find used copies at a lower price.)

Access to *The Reading Teacher Journal* and *Reading Research Quarterly*. Both are available through Tusculum College's periodical search.

Internet Sources

Reading Rockets: <http://www.readingrockets.org>

Videos: <http://www.teachingchannel.org/>

Lesson Plans: <http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans>

Common Core Standards: http://www.tncore.org/english_language_arts.aspx or <http://www.corestandards.org/>

TN Electronic Learning Center: <http://www.tnelc.org/>

Starfall: <http://www.starfall.com/>

Additional Material (DO NOT PRINT- located on Moodle and will be discussed during the first session of class):

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- Comprehension Strategies (4 pp.)
 - Fry Word and Phrase Lists-Phonogram (4 pp.)
 - National Reading Panel Summary (*Teaching Children to Read*) 33 pp.
 - *Preventing Reading Difficulties in Young Children*; National Research Council (1998) (Executive Summary) 8 pp.
 - *Put Reading First (3rd edition)*; National Institute for Literacy (2001) 60 pp.
 - *Report of the Tennessee Reading Panel*; Tennessee Dept of Ed (2005) 34 pp.
 - *Teaching Reading Strategies (An Overview of Teaching Strategies for SBRR (Scientifically Based Reading Research)*; ND Dept of Public Instruction Title 1 Office. 6 pp.
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Course Learning Outcomes, Goals, and Objectives

Student Learning Outcomes: Reflective Judgment

Identification and Analysis

Student identifies multiple similarities and contrasts between views.

Reflection

Student identifies which source(s) or position(s) is more credible and provides own, thoughtful rationale.

Judgment

Student takes a position or proposes a solution based upon a consideration of a wide range of credible evidence, and composes a strong argument in which conclusions reasonably follow from the evidence.

Course Goals:

The goals for this course are to deliver instruction and to engage candidates in activities that

1. Increase candidates' understanding of how to use a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills in students. (Professional Education- Standard 4; TC Candidate Proficiency 2.3)
2. Improve candidates' ability to foster active inquiry, collaboration, and supportive interaction using effective verbal, nonverbal, and media communication techniques. (Professional Education Standard 6; TC Candidate Proficiency 3.2)

3. Enhance candidates' understanding of a balanced reading program that involves reading within the context of every subject and that explicit instruction is needed throughout the elementary and middle grades. (Elementary Education K-6 Standard 1; Elementary/PreK-3 Reading Standard 1)
4. Increase candidates' understanding of the developmental nature of language and its relationship to learning to read. (Elementary/PreK-3 Reading Standard 2)
5. Develop candidates' ability to implement an effective balanced literacy program that provides explicit and systematic instruction within a print-rich environment. (Elementary/PreK-3 Reading Standard 3)
6. Increase candidates' understanding of using assessments to determine strengths and needs of students in planning and delivering reading instruction. (Elementary/Pre-K-3 Reading Standard 5)
7. Enhance candidates' ability to reflect on practices to evaluate the effects of their choices and actions. (Professional Education Standard 9; Elementary /PreK-3 Reading Standard 6; TC Candidate Proficiency 6.2)
8. Develop candidates' desire to actively seek professional growth. (Professional Education Standard 9; Elementary/PreK-3 Reading Standard 6; TC Candidate Proficiency 6.2)
9. Equip candidates with skills to foster relationships with school colleagues, parents, and agencies in the larger community. (Professional Education Standard 10; Elementary/PreK-3 Reading Standard 7; TC Candidate Proficiency 6.1)
10. Develop candidates' understanding and use of the central concepts, tools of inquiry and structures of the discipline(s) they teach in creating learning experiences that develop student competence in the subject matter. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1)
11. Prepare candidates for planning instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (Professional Education- Standard 7; TC Candidate Proficiency 1.1, 2.1, and 3.1)
12. Candidates plan and orchestrate appropriate learning experiences for all students. They combine their knowledge of the critical components of reading instruction with understanding of how children develop reading and literacy skills prior to beginning formal instruction and how children continue to develop into skilled readers through explicit instruction and practice. They communicate high expectations and provide feedback for students. (Elementary/ PreK-3 Reading Standard 4; Early Childhood PreK-3 Standard 2-Reading)

Course Objectives:

Upon completion of this course, candidates will know or be able to do the following:

1. Develop lesson plans integrating reading and writing strategies in the content areas. (Elementary Education Professional Standard 4; Tusculum College Candidate Proficiency 1.1, 2.3, 3.1)
2. Design lessons using the principles and techniques associated with strategies reflecting best practice (such as cooperative learning, direct instruction, whole group instruction, independent study, and interdisciplinary instruction) that foster high expectations for all learners. (Professional Education Standard 4; TC Candidate Proficiency 2.3)

3. Develop lessons including learning experiences that connect subject matter to real life experiences and that enable students to apply learning to future careers. (Professional Education Standard 4; TC Candidate Proficiency 3.2)
4. Create lessons in which their role in the instructional process varies (e.g., instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs. (Professional Education Standard 4, TC Candidate Proficiency 2.1, 5.1; Program Standards Middle 4-8 Standard 1.2)
5. Design instructional plans using multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving, and performance capabilities in the content areas. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
6. Develop student learning activities that support and expand student expression in speaking, writing, and technical media. (Professional Education Standard 6: TC Candidate Proficiency 3.2)
7. Describe the role of language in learning and how cultural, gender, and exceptional learning needs affect communication in the classroom. (Professional Education Standard 3, 6; TC Candidate Proficiency 5.1)
8. Define reading and language arts related academic vocabulary (Elementary/PreK-3 Reading Standard 1; TC Candidate Proficiency 1.1)
9. Design reading lessons utilizing strategies that are age and developmentally appropriate to improve the literacy skills of all students. (Elementary/PreK-3 Reading Standard 2, 3; TC Candidate Proficiency 2.1, 2.3)
10. Create lesson plans that include research-supported practices. (Elementary/PreK-3 Reading Standard 3; TC Candidate Proficiency 2.1, 2.2, 2.3).
11. Develop, utilize, and interpret informal and formal assessments of the components of reading. (Elementary/PreK-3 Reading 5; TC Candidate Proficiency 2.5)
12. Develop lesson plans for providing interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods for several related subject areas and that motivate students. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1; Program Standards Middle 4-8 Standard 2.6; Early Childhood PreK-3 Standard 2-Reading)
13. Design learning experiences that are based upon principles of effective teaching and learning; differentiated instruction-including intervention strategies; diversity. (Professional Education Standard 7; TC Candidate Proficiency 2.1, 2.2, 2.3, and 2.4; Elementary/PreK-3 Reading Standard 4; Program Standards Middle 4-8 Standard 1.2)

Topics covered include the following:

- Common Core Standards
- Reading First Information, First to the Top, Blueprint for Reform(NCLB)
- 5 Components of reading- Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension
- Models of Reading
- Instructional Strategies
- Alphabetic Principle
- Schema theory; Metacognition
- Reading from the language perspective

- Meeting the literacy needs of diverse learners
- Early literacy and Emergent literacy
- Methods of teaching Phonemic Awareness and Phonics
- Literature, content area leveled readers, and teaching reading
- Developing content area curricular and instructional strategies
- Methods for developing oral and silent reading fluency
- Principles to guide vocabulary instruction and strategies for vocabulary and concept development
- Characteristics of basal readers
- Integration of technology into reading instruction
- Development and use of comprehension strategies
- Developing an awareness of story structure
- Developing pre-reading, during reading, and post-reading strategies
- Relationship between reading and writing
- Use of content area textbooks and the relationship to reading
- Using literature and nonfiction trade books across the curriculum
- Assessing reading through standardized instruments; benchmark and progress monitoring instruments; teacher-made and published informal assessments

Course Policies and Procedures

Attendance Policy: As attending class is essential for candidates to be successful learners in graduate level courses, class attendance is mandatory. Following institutional and departmental procedures, faculty members record and report candidate attendance online to the administrative office after each class session.

Attendance affects course grades assigned by faculty to candidates. An institutional policy, which is not left to the discretion of the faculty member, is that a grade of “F” be automatically assigned to any candidate who misses more than one-third of the total class meeting time. Total missed class meeting time includes absence from a scheduled class meeting, arriving late to class, or leaving before class is dismissed. Additionally, the institution allows academic departments to adopt significantly more stringent grading practices relating to attendance as detailed in syllabi. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid.

Candidates with Disabilities: Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individuals:

Greeneville: Mrs. Bobbie Greenway at (423) 636-7300 ext. 5154; 1-800-729-0256; or at bgreenway@tusculum.edu The mailing address is Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.

Knoxville: Ms. Amanda Lovelace at (865)-693-1177; 1-800-729-0116; or at alovelace@tusculum.edu

Tusculum College Learning Centers: Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

Greeneville: Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743

To make arrangements, please contact Mrs. Bobbie Greenway at (423)636-7300 ext. 5154; 1-800-729-0256; or at bgreenway@tusculum.edu

Knoxville: 1305 Centerpoint Blvd., Knoxville, TN 37932

To make arrangements, please contact Amanda Lovelace at (865)-693-1177; 800-729-0116; or at alovelace@tusculum.edu

Research Assignments and Library Resources: To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

Greeneville: Jack Smith, Library Director, (423) 636-7320; 1-800-729-0256, extension 5148, jsmith@tusculum.edu

Knoxville: Mary Halliburton, Knoxville Library Administrator, (865) 693-1177; 1-(800) 729-0116, extension 5016, mhalliburton@tusculum.edu

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency. As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog*, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

Other Policies:

Expectations for Written Work: Quality written work is expected of all candidates.

- Professional writing is required for ALL materials submitted in this course. Points will be deducted from work for grammatical and/or spelling errors.

- **ALL ASSIGNMENTS MUST BE TYPED** in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. For full credit, all work must be submitted on or before the due date.
- Any assignments that are due through e-mail must be sent through your Tusculum account. All assignments are to be submitted through the Moodle site unless instructor directs otherwise.
- All work must be submitted on or before the due date. No late work will be accepted.

On-line resources for APA style (6th) edition:

<http://www.stylewizard.com/apa6index.html>

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf>

Cell Phones:

Cell phones may be brought to class but they should be in the “vibrate” or “silence” mode. Students may use them during breaks in class.

Laptops:

If possible, a laptop computer should be brought to class each session. The instructor will direct the candidates in accessing course-related websites and online resources.

Course Requirements and Grading

Grading Scale:

The Tusculum College grading scale will be used and is as follows:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
<63	F

Assignments (100 points total):

Assignment	Points
Practicum Reflection Journal	15
Practicum Teacher Interview	3
Practicum Forms- <input type="checkbox"/> Evaluation	2
Integrated Reading Lesson Plan	20
Lesson Plan Presentation	10
Reading Strategies- Summarize and reflect on current articles and videos on 20 reading strategies (minimum of ½ page each for each strategy; 1 point each) (Complete the Reading Strategies document on Moodle)	20
Midterm exam (text chapters 1-5, 7-8)	15
Final exam (text chapters 6, 9-14)	15

Explanation of Practicum (20%): A required 18 hours of practicum experience is an integral part of this course. All practicum hours must be completed in the area of reading. Candidates are expected to dress, behave, and speak in a professional manner as well as attend all scheduled practicum visits and be punctual. Candidates are to complete all forms and written practicum components according to the instructions provided by field experience personnel and/or the instructor. Practicum evaluations from supervising teachers are submitted in a sealed envelope at the end of the course. The required forms are available on Moodle; the End-of-Syllabus Form is also located at the end of the syllabus.

Grading for Practicum:

The following components must be completed in order to receive full credit for the practicum portion of the final grade.

- ☐ **Completion of a minimum of 18 hours** (minimum) in approved setting
- ☐ **Practicum Reflection Journal (15%)** – Your reflection journal must address reading instruction and must be based on the questions included in the syllabus and posted on Moodle. Each journal entry must contain at least one of the questions in bold print, a summary of what you observed regarding the question and your reflection on what you observed. Detail what you saw and/or discussed with the teacher, what you did, and your feelings about what you observed in the classroom, as well as what good ideas you gleaned from the teacher or the environment. The rubric that will be used to grade your journal is posted on Moodle; please refer to it as you prepare your journal. Requirements of the journal are as follows:
 - Typed - APA Style
 - Double spaced

- 12 point font
- One inch margins
- One –half page or more daily (or per two hour session) in the public school classroom or approved setting
- 4½ pages total minimum required
- **Completion of Practicum Forms (Located on Moodle)** (including signatures)
 - **Practicum Form at End of Syllabus** must be discussed with your school supervising teacher the first day and left with your supervising teacher. The End-of-Syllabus Form is *not* included in your grade.
 - **Practicum Student Evaluation Form** (2%) is filled out by the school supervising teacher who places it in a sealed envelope with his/her signature. The envelope containing the evaluation form is due Thursday, 1/30/2014.

Practicum Teacher Interviews (3%) - Interview your practicum supervising teacher.

Include brief statements that give the school, grade level, class size, and a concise description of class demographics (gender, socio-economic status, ELL students, and students with disabilities). Ask the following questions regarding the teaching of reading in his/ her classroom, and then prepare a typed report that is at least four (4) paragraphs long. You must include a summary of his/her response to each question and your reflection on each response. This is due on Thursday, 1/16/2014, and needs to be submitted through Moodle.

1. Describe the reading curriculum used in your classroom.
2. Describe how you differentiate reading instruction for the various reading levels in your classroom.
3. Describe how you assess the reading performance of your students.
4. Describe how you integrate literature, science, social studies, and any other subjects into your reading classes.

The rubric that will be used to grade your interview write-up is posted on Moodle; please refer to it as you prepare your assignment.

Integrated Reading Lesson Plan (20%) and Presentation on Lesson Plan (10%) –

Lesson Plan Template and Checklist on Moodle - Design an integrated lesson plan for a grade-level reading text or a grade-level science or social studies text. Grade-level reading books and grade-level science/ social studies texts are available in the IMC in the Charles Oliver Gray building in Greeneville, in the IMC at the Knoxville Center, and in the back room at the Morristown Center. Include all materials needed to actually teach the lesson. Lesson plans are due on Moodle by 4:00 p.m., Thursday, January 30, 2014. The rubric that will be used to grade your lesson plan is posted on Moodle; please refer to it as you prepare your plan.

Present a ***PowerPoint overview*** of your lesson plan to the class and explain the strategies and integration that would be used to teach lesson. Your presentation must include a summary and explanation of the elements of your lesson plan. You must submit a copy of

your PowerPoint (two slides per page view) to the instructor in class on the day of your presentation. ***You will not teach the lesson***, but will instead present the topic, organization/integration, and strategies to the class as you might share them with fellow teachers at your future school. Your presentation should be limited to 5 – 7 minutes. Presentations will be given the last day of class. The rubric that will be used to grade your presentation is posted on Moodle; please refer to it as you prepare your presentation.

Reading Strategies (20%): After viewing videos and reading related articles and information, write summaries/reflections *at least one-half page in length* on each of the following reading strategies, methods, or topics (4 topics per lesson):

- Lesson 2 (due prior to next class)- Teaching Print Awareness, Phonemic Awareness, and Phonics
 - Language Experience Approach (LEA)
 - Word Walls
 - Word Sorts
 - Read Alouds and Shared Reading
 - Lesson 3(due prior to next class)- Providing Explicit Reading Instruction
 - Guided Reading
 - Interactive Reading
 - Readers Workshop
 - Minilessons
 - Lesson 4 (due prior to next class)- Developing Reading Through Writing
 - Double-Entry Journals
 - Reading Logs
 - Quickwrite
 - RAFT (Role, Audience, Format, Topic)
 - Lesson 5 (due at end of class)- Building Fluency & Vocabulary
 - Partner Reading
 - Readers Theatre
 - Choral Reading
 - Silent Sustained Reading (SSR)
 - Lesson 6 (due at end of class)- Increasing Comprehension
 - Think Alouds
 - Directed-Reading-Thinking Activity (DRTA)
 - Question-Answer-Relationships (QAR)
 - Question the Author (QtA)
- BONUS ITEM (1 Point)- Running Records

Mid-term (15%) – The mid-term will consist of information discussed in class as well as information presented in the text for chapters 1-5 and 7-8. This exam may include the following formats: essay, short answer, matching, multiple choice, and true/false.

Final Exam (15%) – The final exam will cover textbook material for chapters 6 and 9-14, as well as information discussed in class. The final exam may include any or all of the following formats: discussion, short answer, matching, multiple choice items.

Course Schedule and Activities
EDUC416: Teaching Reading

**Syllabus: tentative, always under construction, and subject to change*

Date Due	Activity
Before Lesson One	
Before 1/7/14	<p>Assignments to Complete Prior to 1st Class Meeting: 1/7/14</p> <ul style="list-style-type: none"> • Individual Assignment <ul style="list-style-type: none"> ○ Access Moodle (If you have difficulty, please contact Tusculum College Technology Help Desk – call 423.636.7300 and ask to speak with the Technology Help Desk. You will use Moodle throughout this course and will need to be able to access the site prior to our first class.) ○ Print Syllabus ○ Order <i>Ready for Revised RICA</i> (3rd ed.) http://search.half.ebay.com/ready%20for%20rica_W00QmZtextbooks (\$20.99) ○ Read Chapters 1-5 in text (Vacca, <i>Reading and Learning to Read</i>)
Lesson One	
1/7/14	<p>Class Discussion Topics</p> <ul style="list-style-type: none"> - Course introduction, syllabus review, and explanations of requirements - Tennessee Common Core ELA Standards - Lesson Plan Components and Format - The 6 Language Arts - The 5 Components of reading <p>Assignments to Complete Prior to 2nd Class Meeting (1/9/14):</p> <ul style="list-style-type: none"> • Individual Assignment <ul style="list-style-type: none"> ○ Read <i>Ready for Revised RICA</i>, chapters 1-4 (pp. 1-40) (Phonemic Awareness, Concepts of Print, Letter Recognition, Alphabetic Principle) ○ Reading Rockets: Read the diaries of two first-year teachers http://www.readingrockets.org/firstyear/diary.php
Lesson Two	
1/9/14	<p>Class Discussion Topics</p> <ul style="list-style-type: none"> - <i>Ready for Revised RICA</i>, chapters 1, 3-4 (pp. 1,-13, 24-40) (Phonemic Awareness, Concepts of Print, Letter Recognition, Alphabetic Principle) - <i>Put Reading First</i>, pp. 1-10 (Phonemic Awareness) - Belief Systems (Chapter 1) - Models of Reading (Chapter 1) - Alphabetic Principle (Chapter 1) - Schema theory; Metacognition (Chapter 1) - Reading from the language perspective (Chapter 1) - Approaches to Teaching Reading (Chapter 2) - Meeting the literacy needs of diverse learners (Chapter 3)

- Early literacy and Emergent literacy (Chapter 4)
- Print Awareness (Chapter 5)
- Methods of teaching Phonemic Awareness (Chapter 5)
- View videos (Reading Rockets podcasts):
 - **Reading Rockets** podcasts- (*Instructions at end of syllabus*)
 1. Early Literacy- (Total 22:03)
 - Providing Phonological Awareness Instruction (15:41)
 - The Importance of Visual Input (0:58)
 - Letters vs Phonemes (1:30)
 - Phonics vs Whole Language (0:48)
 - Spelling Rules (3:06)
 2. Reading Aloud- (Total 15:48)
 - Bringing Up Baby (5:46)
 - Reading as Dialogue (3:51)
 - House Calls for Literacy (2:52)
 - A Passion for Reading Aloud (1:50)
 - Reading Aloud to Older Kids (1:29)

Reading Rockets <http://www.readingrockets.org/firstyear/>

- Complete Pre-test, Intro, In-depth, In-practice, and Post-test for the following topics:

- Print Awareness
- Sounds of Speech
- Phonemic Awareness

Writing: Write a one-half page summary with reflections on each of the following strategies related to teaching Print Awareness, Phonemic Awareness, and Phonics

- Language Experience Approach (LEA)
- Word Walls
- Word Sorts
- Read Alouds and Shared Reading

(submit to Moodle dropbox by 1/14/14)

Assignments to Complete Prior to 3rd Class Meeting (1/14/14):

- **Individual Assignment**
 - Complete the Reading Rockets activities described above (if not completed in class)
 - Read Chapters 7-8 in text
 - Read *Ready for Revised RICA*, chapters 5-6 (pp. 41-56) (Phonics/word ID)

Lesson Three

Mid-Term Exam (Text chapters 1-5, 7-8) (may be during Lesson 4)

Class Discussion Topics

- Lesson Planning
 - Discussion of new Tusculum College Lesson Plan Format
 - Sample Lesson and Lesson Plan
 - Begin work in class on lesson plan
- *Ready for Revised RICA*, chapters 5-6 (pp. 41-56) (Phonics/word ID)
- *Put Reading First*, pp. 11-18 (Phonics)
- Approaches and guidelines for teaching phonics (Chapter 7)
- Strategies for teaching phonics (Chapter 7)
- Methods for developing oral and silent reading fluency (Chapter 8)
 - o View podcasts:
 - **Reading Rockets podcasts-**
 - Phonics and Decoding- (Total 18:57)
 - Looking at Phonemes (2:04)
 - Phonemic Segmentation (1:56)
 - Phonemic Substitution (1:32)
 - Consonants (2:46)
 - Vowels (1:02)
 - The Importance of Alphabetic Principle (0:35)
 - Digraphs (1:30)
 - The Alphabetic Principle (3:03)
 - Helping Struggling Readers (4:29)

Reading Rockets <http://www.readingrockets.org/firstyear/>

- Complete Pre-test, Intro, In-depth, In-practice, and Post-test for the following topics:

- Phonics
- Fluency

Writing: Write a one-half page summary with reflections on each of the following related to providing Explicit Reading Instruction:

- Guided Reading
- Interactive Reading
- Readers Workshop
- Minilessons

(submit to Moodle dropbox by 1/16/14)

Assignments to Complete Prior to 4th Class Meeting (1/16/14):

- **Individual Assignment**
 - o Complete the Reading Rockets activities described above (if not completed in class)
 - o Read Chapters 9, 12, and 13 in text
 - o Read *Ready for Revised RICA*, chapters 7-9 (pp. 57-74) (Word

1/14/14

	identification, Fluency)
	Lesson Four
1/16/14	<p>Class Discussion Topics</p> <ul style="list-style-type: none"> - <i>Ready for Revised RICA</i>, chapters 7-9 (pp. 57-74) (Word identification, Fluency) - <i>Put Reading First</i>, pp. 19-28 (Fluency) - Principles to guide vocabulary instruction (Chapter 9) - Strategies for vocabulary and concept development (Chapter 9) - Literature and teaching reading (Chapter 12) - Characteristics of basal readers (Chapter 13) - Modifying basal reading programs to meet the needs of diverse learners (Chapter 13) <ul style="list-style-type: none"> o View podcasts <ul style="list-style-type: none"> ▪ Reading Rockets podcasts- <ol style="list-style-type: none"> 1. Fluency- (Total 15:25) <ul style="list-style-type: none"> • Shared Reading for Fluency (5:10) • Developing Fluency (3:34) <ul style="list-style-type: none"> ▪ Invented Spelling (4:00) not really fluency ▪ Word Families (2:41) 2. Background Knowledge- (Total 17:25) <ul style="list-style-type: none"> • Reading Nonfiction and Thinking (4:03) • Reading Workshop (Modeling) (6:01) • Building Background Knowledge (7:21) <p>Reading Rockets http://www.readingrockets.org/firstyear/</p> <ul style="list-style-type: none"> - Complete Pre-test, Intro, In-depth, In-practice, and Post-test for the following topics: <ul style="list-style-type: none"> ▪ Vocabulary ▪ Spelling <p>Writing: Write a one-half page summary with reflections on each of the following strategies for developing <u>Reading Through Writing</u>:</p> <ul style="list-style-type: none"> • Double-Entry Journals • Reading Logs • Quickwrite • RAFT (Role, Audience, Format, Topic) <p>(submit to Moodle dropbox by 1/28/14)</p> <p>Submit Practicum Paperwork</p> <ul style="list-style-type: none"> • Practicum Teacher Interview <p>Assignments to Complete Prior to 5th Class Meeting (1/28/14):</p> <ul style="list-style-type: none"> • Individual Assignment <ul style="list-style-type: none"> o Complete the Reading Rockets activities described above (if not completed in class) o Read Chapters 10-11 in text

	<ul style="list-style-type: none"> ○ Read <i>Ready for Revised RICA</i>, chapters 10-11 (pp. 75-89) (Vocabulary, Academic Language, and Background Knowledge)
Lesson Five	
1/28/14	<p>Class Discussion Topics</p> <ul style="list-style-type: none"> - <i>Ready for Revised RICA</i>, chapters 10-11 (pp. 75-89) (Vocabulary, Academic Language, and Background Knowledge) - <i>Put Reading First</i>, pp. 29-40 (Vocabulary) - Development and use of comprehension strategies (Chapter 10) - Developing an awareness of story structure (Chapter 10) - Developing pre-reading, during reading, and post-reading strategies (Chapter 10) - Facilitating comprehension for the struggling learner (Chapter 10) - Relationship between reading and writing (Chapter 11) ○ View videos and podcasts <ul style="list-style-type: none"> ▪ <u>Reading Rockets</u> podcasts- <ul style="list-style-type: none"> Comprehension- (Approximately ½ of videos) <ul style="list-style-type: none"> • Concept Sort (vocabulary) (6:03) • List-Group-Label (8:01) • Thinkaloud Examples in Comprehension (4:31) • Using Higher-Order Questions (6:37) • Questioning in a Socratic Seminar (7:02) • Comprehension (reading panel) (16:24) • Students Take Charge (Reciprocal teaching) (2:15) • Building Strong Vocabulary (11:19) • Vocabulary and Comprehension (panel) (3:29) • Check for Understanding (7:49) <p>Writing: Write a one-half page summary with reflections on each of the following strategies for building <u>Fluency & Vocabulary</u>:</p> <ul style="list-style-type: none"> • Partner Reading • Readers Theatre • Choral Reading • Silent Sustained Reading (SSR) <p>(submit to Moodle dropbox by 1/30/14)</p> <p>Reading Rockets http://www.readingrockets.org/firstyear/</p> <ul style="list-style-type: none"> - Complete Pre-test, Intro, In-depth, In-practice, and Post-test for the following topics: <ul style="list-style-type: none"> ▪ Writing ▪ Text Comprehension <p>Assignments to Complete Prior to 6th Class Meeting (1/30/14):</p> <ul style="list-style-type: none"> • Individual Assignment <ul style="list-style-type: none"> ○ Complete the Reading Rockets activities described above (if not

	<p>completed in class)</p> <ul style="list-style-type: none"> ○ Read Chapters 6 and 14 in text ○ Read <i>Ready for Revised RICA</i>, chapters 2, 12-15 (pp. 14-23, 90-124) (Comprehension) ○ Reading Rockets http://www.readingrockets.org/firstyear/ <ul style="list-style-type: none"> - Complete Pre-test, Intro, In-depth, In-practice, and Post-test for the following topic: <ul style="list-style-type: none"> ▪ Informal Classroom-Based Assessment
Lesson Six	
1/30/14	<p>Class Discussion Topics</p> <ul style="list-style-type: none"> - <i>Ready for Revised RICA</i>, chapters 2, 12-15 (pp. 14-23, 90-103) (Assessment, Comprehension) - <i>Put Reading First</i>, pp. 41-48 (Comprehension) - Assessing reading through standardized instruments (Chapter 6) - Assessing reading through benchmark and progress monitoring instruments (Chapter 6) - Assessing reading through teacher-made and published informal assessments (Chapter 6) - Use of content area textbooks and the relationship to reading (Chapter 14) - Using literature and nonfiction trade books across the curriculum (Chapter 14) ○ - View videos and podcasts <ul style="list-style-type: none"> ▪ <u>Reading Rockets</u> podcasts- Comprehension <ul style="list-style-type: none"> • Modeling and Discussion to Build Comprehension (7:12) • Setting the Stage (4:56) • Guided Reading with Fluent Readers (8:17) • Reading Workshop-Literature Discussion Group (6:34) • Guided Nonfiction Reading with Emergent Readers (6:20) • Taking the Conversation Deeper (Read Alouds) (5:56) • Reading Notebooks (7:12) • Engaging Non-Fiction Readers (4:50) <p>Assessment (Total 49:18)</p> <ul style="list-style-type: none"> • Introduction to Formative Assessment (16:28) • Early Elementary Assessment (8:08) • Pre-reader Assessment (3:44) • Spelling as a Diagnostic Tool (1:58) • Assessing Reading Skills (3:06) • Assessments by Specialists (2:48) • Running Record: Documenting Progress (6:29) • Guided Reading with Nonfiction (6:49) <p>Writing: Write a one-half page summary with reflections on each of the following strategies for increasing <u>Comprehension</u>:</p>

	<ul style="list-style-type: none"> • Think Alouds • Directed-Reading-Thinking Activity (DRTA) • Question-Answer-Relationships (QAR) • Question the Author (QtA) <p>(submit to Moodle dropbox by 1/30/14)</p> <p>Presentation of Lesson Plans (5-10 minutes)</p> <p>Complete the RICA online assessment (http://www.rica.nesinc.com) See <i>Ready for Revised RICA</i> pp. 135-137 for more info and answers</p> <p>Submit Practicum Paperwork</p> <ul style="list-style-type: none"> • Reflection Journal • Evaluation Form <p>Final Exam</p>
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Instructions: Reading Rockets Podcasts

(Total Time- 4 hrs., 23 min., 43 sec.)

1. Open the Website: <http://www.readingrockets.org/podcasts/>
2. At the top of the page, look for the “Reading Topics A-Z” tab. Click on the tab.
3. Scroll down the page, find the topics listed, and click on the topic.
4. Under the “video” is a scroll bar with video selections. Scroll through the videos (use and click on the video you wish to view.
5. It should play immediately.

EDUC 416 Practicum Reflection Journal

Guiding Questions

Use these questions as the basis for your observations and reflections. You do not have to address or answer each question, but you do need to address at least one question in each journal entry. Please include the question in bold print in your entry.

Phonemic Awareness and Phonics

1. How does the teacher determine the learner's needs for instruction in phonemic awareness and phonics?
2. How does the teacher determine which phonemic awareness or phonics skills to teach?
3. How does the teacher teach phonemic awareness and phonics (implicit/explicit, language experience, individual/small group/whole group, etc.)?
4. How do students practice phonemic awareness and phonics skills after instruction?

Fluency (reading **accurately** at an appropriate **rate** with appropriate **expression**)

1. What activities does the teacher use to improve fluency?
2. How does the teacher determine fluency activities?
3. How does the teacher assess improvement in fluency?

Vocabulary

1. How does the teacher select vocabulary words for explicit instruction?
2. How does the teacher teach vocabulary words (explicit instruction procedures)?
3. How does the teacher extend the students' use of vocabulary words in reading and writing?

Comprehension

1. How does the teacher build background knowledge?
2. What strategies does the teacher use to teach comprehension?
3. How does the teacher utilize active reading strategies (such as inferring, predicting, questioning, making connections, summarizing, clarifying, visualizing, monitoring) before, during, and/or after reading?

Assessment

1. How does the teacher determine what and when to assess?
2. How does the teacher determine how to assess specific learning goals (informal/formal)?
3. How does the teacher provide assessment results to students and parents/guardians?
4. How does the teacher use the assessment results?

Spelling

1. How does the teacher connect reading and spelling?

Writing

1. How does the teacher connect reading and writing?

Motivation

1. How does the teacher motivate the students to read?

Materials

1. How does the teacher use the teacher's basal materials as a resource in selecting learning goals, learning activities, and assessments?
2. What other text materials does the teacher use as a means to teach reading skills?

EDUC 416/516 Teaching Reading Praxis II Exams

PRAXIS 0204/5204: TEACHING READING- Test at a Glance

<http://www.ets.org/s/praxis/pdf/0204.pdf>

Elementary Education: Curriculum, Instruction, and Assessment PRAXIS 0011 or 5011	
I. Reading and Language Arts (35%, 38 questions)	
CURRICULUM	
Reading	Vocabulary: word wall, graphic organizers, context clues Comprehension: graphic organizers, story structure, text elements, genre, think-alouds, predict and confirm, literature circles and book clubs, grand conversations
Phonemic awareness: blending, segmenting, rhyming, oral language development	Speaking, listening, and viewing
Phonics: alphabetic principle, orthography (spelling patterns), morphology (structural analysis), syllabication, onset and rime	Theories of language acquisition (constructivist, sociolinguistic, psycholinguistic, and English-language acquisition); use of technology
Fluency: automaticity, prosody, rate, accuracy, sight words	
Vocabulary: structural analysis, concept vocabulary, content vocabulary, expressive/receptive vocabulary, semantics, sight words, word-learning strategies	
Comprehension: schema (textual connections), literal vs inferential understanding, prereading, during reading, postreading, previewing, questioning, summarizing	
Features of children's fiction and nonfiction books: character, theme, setting, index, glossary, pictures/photographs	
Writing	
Structure of texts (story grammar, comparison, cause/effect)	
Speaking, listening, and viewing	
Reading, writing, speaking, listening, and viewing and the interrelatedness of the strands	
INSTRUCTION	
Reading	
Phonemic awareness: Elkonin (phoneme) boxes, letter sounds, segmentation of words in sentences	
Phonics: word families, word wall, morning message, word building (making words), explicit, systematic instruction	
Fluency: read-alouds, repeated readings, choral and echo reading, readability levels, sight words	
	ASSESSMENT
	Reading
	Phonemic awareness: phoneme segmentation, phonemic deletion and substitution
	Phonics: spelling tests, nonsense-word fluency, running records, informal reading inventories)
	Fluency: oral reading fluency, leveled phrases such as in Dolch Basic and Fry instant word lists, running records, miscue analysis, sight words)
	Vocabulary: word-use fluency, informal writing and speaking samples, word sorts
	Comprehension: retellings, summarizations, informal reading inventories
	Writing
	Benchmark writing, portfolios, analyzing students' writing, rubrics

**Principles of Learning and Teaching
PRAXIS 0522**

2. Major categories, advantages, and appropriate uses of instructional strategies
 - Cooperative learning
 - Direct instruction
 - Whole-group discussion
 - Independent study
 - Interdisciplinary instruction
 - Concept mapping
 - Questioning
 - Play
 - Learning centers
 - Small-group work
 - Revisiting
 - Reflection
3. Principles, techniques, and methods associated with major instructional strategies
 - Direct instruction
 - Student-centered models

**Elementary Education: Content Knowledge
PRAXIS 0014 or 5014**

I. Reading/Language Arts

A. Foundations of Reading (50%)

1. Understands the foundations of literacy and reading development (e.g., language acquisition, support of second-language learners, concept of print)
2. Understands the role of phonological awareness (e.g., rhyming, segmenting) and phonics (e.g., decoding, letter-sound correspondence, syllabication) in literacy development
3. Understands the role of fluency (e.g., rate, accuracy) in literacy development
4. Understands the role of vocabulary (e.g., affixes, root words, context clues) in literacy development
5. Understands the role of comprehension (e.g., role of prior knowledge, literal and critical comprehension, metacognition) in literacy development
8. Understands the uses of figurative language (e.g., metaphor, simile, alliteration)
9. Understands how to use resource material (e.g., types of resources, graphic organizers) in reading and language arts

B. Language in Writing (33%)

4. Knows the stages of writing development (e.g., picture, scribble, letter for words)



Supervising Teacher,

We appreciate your willingness to allow Tusculum College the opportunity to be a part of your classroom and school. This partnership allows our practicum candidates to gain practical experience within the classroom setting. During this experience, practicum candidates participate in a manner determined by the supervising teacher. In addition, Tusculum College supports the methodology and focus of the specific course in which the practicum candidate is currently enrolled. We ask that the classroom teacher assist our practicum candidates in concentrating upon the components listed below.

Course: EDUC 416- Teaching Reading

Concentration: Language Development; Instruction related to the Five Components of Reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension); Assessment related to Reading (including benchmark and progress monitoring assessments); Reading Curricular and Instructional Materials (basal reading series, intervention reading materials, and advanced reading materials); Reading- Writing Connections; Reading Across the Content Areas.

Supervising Teacher: _____

Practicum Candidate: _____

Course Instructor: _____

Tusculum College again expresses our gratitude in your willingness to assist in the training of future educators. If you have any questions or concerns please feel free to contact me at your convenience.

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