

EDRD 309
Reading II

Instructor Information:

Name
Office:
Office Phone:
Email:
Office hours:

Required Textbooks and Course Materials:

****LiveText Software**

Admission to and continuation in the Teacher Education Program requires that you purchase LiveText. Candidates must present 'proof of purchase' to the Certification Office, Black 228.

** Candidates who fail to post artifacts to their LiveText account will not receive credit for the assignment and will fail the course.*

Vacca, J.L., Vacca, R.T., Gove, M.K., Burkey, L.C., Lenhart, L.A., & McKeon, C.A. (2009).
Reading and learning to read (7th ed.). Boston: Pearson.

Woods, M.L., & Moe, A. J. (8th ed.). (2006). *Analytical reading inventory*. Upper
Saddle River, NJ: Merrill.

Course Prerequisites:

- *EDRD 308 is a prerequisite for EDRD 309.*
- *Candidates need to be fully admitted into the Teacher Preparation Program.*

Course Description:

EDRD 309 is the second required course in reading designed to prepare prospective teachers to teach reading strategies and skills in the elementary classroom. Covers the content and methodology of emergent literacy, word recognition, fluency, vocabulary, comprehension, and study skills. Assessment methodology is emphasized.

- *EDRD 309 has a substantial practicum component. Candidates will tutor a student (5 credits).*

Course Rationale:

The purposes of this course are consistent with the university's mission, "docendo discimus"; the Center for Teaching and Learning's mission, "Preparing facilitators of learning in a diverse world"; the Department of Education's mission, "ensuring graduates are prepared to be outstanding educational leaders who demonstrate the knowledge and skill necessary to educate and work within a diverse school population; and the International Reading Association's mission, "to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques and actively encouraging the lifetime reading habit". This course, EDRD 309 Reading II, using the Constructivist model of learning, is designed to develop the students' abilities and skills in using past experiences and current acquisition of knowledge and skills to construct a knowledge base for teaching reading and writing.

Washington State 2007 Standards:

The use of Websites and Blackboard as a way to communicate to and between teacher candidates is used in many courses. In class whiteboards are used for in-class responses, and problem solving activities. This reduces the amount of paper being consumed.

WA State Teacher Certification: www.K12.wa.us/certification/ProfEd/pubdocs/StandardV2007.pdf

Standard V

Standard 5.1: Knowledge of Subject matter and Curriculum Goals

Standard 5.2: Knowledge of Teaching

Standard 5.3: Knowledge of Learners and their development in Social Contexts
 Standard 5.4: Understanding of Teaching as a Profession

*Actual candidate/student interaction
 **Simulated candidate experience

Elementary Education: www.K12.wa.us/certification/ProfEd/2007Standards/ElementaryK8.pdf

1.2.2 Understanding of reading processes
 2.0 Understanding of learners and their communities, 2.2, 2.3, 2.4, 2.7,
 3.0 Learning community, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9
 4.0 Instruction, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.10, 4.11, 4.12
 5.0 Assessment, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

Reading Standards: See Standards chart
www.K12.wa.us/certification/ProfEd/2007Standards/Reading.pdf

Center for Teaching and Learning: CTL 1.1, 1.2, 1.3, 1.4, 1.5

Instructional Methods and Activities:

The instructional methods and activities include, but are not limited to the following: lectures, cooperative learning, small group instruction, student demonstration lessons, student presentations, tutoring a child, individual and group projects, small group role playing and simulation activities related to reading/literacy development, conferences with professor. In addition, technology used may include on-line research, videotapes, audiotapes of children reading, videotapes, computer software, instructional CDs, and email.

Assessment:

All course assignments/artifacts are assessed by one of the following:

1. Rubrics
2. Checklists
3. Self Reflections

Assessment tools assess both standards and artifact/assignment criteria.

Standards	Assessment/Artifacts – Assessment Strategies
1.0 Foundational Knowledge: Candidates have knowledge of the foundations for reading and writing processes and instruction WA ELED: 1.2.2 WA READ: 1.1.2, 1.1.4, 1.1.5, 1.2, 1.2.4, 1.2.5, 1.2.6, 1.3, 1.3.1, 1.3.2, 1.3.3, 1.4 CTL :1.1	Quizzes, Final, lesson plans, class demonstrations
2.0 Assessment, Diagnosis, and Evaluation: Candidates demonstrate knowledge of the assessment/evaluation/instruction cycle and how to use a variety of assessment tools and practices to plan and evaluate effective reading instruction. WA READ: 2.1, 2.1.1, 2.1.2, 2.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6 CTL: 1.1, 1.2 WA Standard V, 5.1, 5.3	Interest inventories, written and oral interviews, Informal Reading Inventory, Analysis, Diagnostic Profile, lesson plans, student strength & weakness chart, Title & skills chart *Lesson Plans
3.0 Instructional Strategies and Curriculum materials: Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. WA ELED 1.2.2, 1.2.3; 1.2.3, 1.2.4, 1.2.5 WA READ: 3.1, 3.11, 3.1.2, 3.1.3, 3.1.5, 3.2.2, 3.2.6, 3.3, 3.4	IRI recommendation Instructional Plan, lesson plans, class demonstrations, quizzes, final examination

CTL: 1.1 WA Standard V, 5.1, 5.2, 5.3	*Lesson Plans
4.0 Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments. WA ELED 1.2.1; 1.2.2; 1.2.3, 1.2.4; 1.2.5 WA READ: 4.1, 4.2, 4.3, 4.4, 5.4, CTL: 1.1, 1.5 WA Standard V, 5.1,5.2, 5.3	Lesson plans, curricular materials, professor observation, personal conferences, reflective paper, quizzes, mid-term, final examination *Lesson Plans
5.0 Professional Development: Candidates view professional development as a career-long effort and responsibility. WA READ: 5.1, 5.2, 5.3 CTL: 1.4 WA Standard V, 5.4	Lesson plans, professor observation, End of quarter reflection paper, demonstration lessons, collaborative lesson planning, professional journal article review *Lesson Plans, ** Reflection Paper
6.0 Instructional Methodology: Candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of reading and writing. WA ELED 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5; 4.3, 4.4, 4.5 WA READ: 6.1, 6.2, 6.3, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.4, 6.5, 6.5.1, 6.5.3, 6.5.5, 6.5.7, 6.5.9, 6.5.10, 6.6, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5 CTL: 1.1, 1.2, 1.3, 1.5 WA Standard V, 5.1, 5.2,5.3	Lesson plans, lesson plan reflections, curricular materials, professor observation, personal conferences, end-of-quarter reflection paper, classroom demonstrations of plan & student projects, final examination, Best Lesson Plan – LiveText *Lesson Plans

COURSE TOPICS: The major topics to be considered in this course are:

*Assessing reading performance – multiple methods

*Instructional planning based on assessment

Word identification

Reading fluency

Comprehension

Text-based comprehension, narrative, expository

Vocabulary development

Basal reader approaches - Literature-based programs

Learning and cultural needs

Content area texts & Instruction

Managing & organizing an effective classroom

EVALUATION/GRADING:

Grades are predicated upon, but not limited to the following:

Attendance and participation

Quality of written work

Study guides of textbook chapters

Quizzes, mid-term examination and a final examination

Creation of informal student assessments

Informal Reading Inventory Case Study

Diagnostic profile

Demonstration lessons, written and oral (*livetext lesson plan*)

Internet research projects

Professional presentations

Reflection papers

Tutoring – dispositions survey

EXPECTATIONS AND POLICIES

Candidates are expected to demonstrate a professional disposition. This includes but is not limited to: attendance, participation, non-disruptive classroom behavior, positive support of and respect for classmates, written work handed in on time and done at university level, written work and examinations done without plagiarism.

Academic Dishonesty

Academic dishonesty is defined in the CWU Student Conduct Code (11.B). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade.

BIBLIOGRAPHY

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- Allington, R.L. (2006). *What really matters for struggling readers*. Boston: Pearson.
- Chall, J. S. (1967). *Learning to read: The great debate*. McGraw Hill.
- Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology and diversity. Teaching for success in changing times*. Boston: Pearson Education.
- Durkin, D. (2004). *Teaching them to read*. Boston: Pearson Education.
- Ekwall, E.E. (1981). *Locating & correcting reading difficulties*. Columbus: Merrill.
- Goodman, K.S. (1992). Why whole language is today's agenda in education. *Language Arts*, 69(5), 353-363.
- Goodman, Y.M., Watson, D.J., & Burke, C.B. (2005). *Reading miscue inventory. From evaluation to instruction*. (2nd ed.). NY: Richard C. Owens.
- O'Donnell, M.P., & Wood, M. (2004). *Becoming a reader. A developmental approach to reading instruction*. Boston: Pearson.
- Rogovin, P. (2001). *The research workshop. Bringing the world into your classroom*. Portsmouth, NH: Heinemann.
- Smith, F. (1992). Learning to read: The never ending debate. *Phi Delta Kappan*, 73, 432-141.
- Wilde, S. (1999). *Miscue Analysis Made Easy*. Portsmouth, NH: Heinemann.

ADA STATEMENT

Candidates who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me the ADA Compliance Officer, ADA Affairs and Student Assistance on campus at 963-2171 for additional disability related educational accommodations.