

## 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. You must present 'proof of purchase' to the Certification Office, Black 228.***

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

Reutzel, D.R., & Cooter, R.B. (2005). *The essentials of teaching children to read*. Upper Saddle River, NJ: Pearson. Merrill/Prentice Hall.

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

### 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. Students will tutor a student in the public schools. (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.

**Compliance with Standards**

In compliance with the Washington Administrative Code: WAC 180-79-348, WAC 180-82-332, WAC 180-78-217, WAC 180-78-220, and WAC 180-82-354.

Center for Teaching and Learning: CTL 1.1 and CTL 1.4.

Washington State Elementary Education: K1.1, S1.1, K2.2.1, K2.2.2, K2.2.3, K2.2.4, S2.2.1, S2.2.2, S2.2.3, K3.1, K3.2, K3.3, K3.4, K3.5, K3.6, S3.1, S3.2, S3.3, K4.1, K5.1, S5.2

Washington State Reading Standards: See Learner Outcomes

**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.

| LEARNER OUTCOMES  | ASSESSMENT OPTIONS   |
|---|--|
| Administer an Informal Reading (IRI) to determine instructional reading levels and use the results to plan a course of reading instruction for students<br>CTL :1.1<br>WA: K1.2.4, K2.1.1, K2.1.4, K4.1.2, S.1.1.3  | Informal Reading Inventory Analysis<br>Diagnostic Profile, lesson plans.   |
| Identify a child’s interests using informal interest inventories and interviews.<br>CTL: 1.1<br>WA: K6.11, S6.1.1.2   | Interest inventories, written and oral interviews  |
| Analyze reading abilities using the IRI to determine a program of instruction in reading incorporating Washington Essential Academic Learning Requirements.<br>CTL: 1.1<br>WA: K1.3.1, K1.3.2, K1.7.11, S1.2.3, S1.3.1, S1.3.2, S2.1.1, S3.11, S3.13, S4.1.2, S4.1.4, S4.2.3. | Written IRI analysis, lesson plans, reader response activities, Diagnostic Profile.  |
| Identify and apply the major approaches of reading instruction as needed.<br>CTL: 1.1<br>WA: K1.1.1   | Lesson plans, curricular materials, professor observation, personal conferences, reflective journal, quizzes, mid-term, final examination. |

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|---|---|
| <p>Teach reading comprehension, vocabulary, and decoding skills using a variety of teaching strategies, techniques, and materials.<br/>           CTL: 1.1<br/>           WA: K1.3.1, K1.3.2, K1.7.11, S1.2.3, S1.3.1, S1.3.2, S2.1.1, S3.11, S3.13, S4.1.2, S4.1.4, S4.2.3</p> | <p>Lesson plans, professor observation, reflections, demonstration lesson, <i>Best Lesson Plan - LiveText</i></p>                           |
| <p>Identify and develop appropriate strategies for teaching study, comprehension, and thinking skills in content texts<br/>           CTL: 1.1<br/>           WA: 7.1.3, S1.2.1, S4.2.1, S7.1.1</p>   | <p>Lesson plans, curricular materials, professor observation, personal conferences, reflective journal</p>                                  |
| <p>Students will be able to identify and utilize technology<br/>           CTL: 1.1<br/>           WA: S3.1.6</p>   | <p>Lesson plans, oral and written presentations, demonstration lessons tutoring lessons.</p>  |
| <p>Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, teachers).<br/>           CTL: 1.1<br/>           WA: K6.1.1, S6.1.1</p>  | <p>IRI rough draft session, IRI study group, skills and growth paper, teacher letter, Diagnostic Profile, conference with professor.</p>    |
| <p>Work with colleagues to observe, evaluate, reflect and provide feedback on each other's practice.<br/>           CTL: 1.1<br/>           WA: S8.1.2</p>  | <p>IRI rough draft session, IRI study groups, chapter strategy presentation, Internet lesson presentation, self reflection/growth paper</p> |

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

Assessment

Instructional planning based on assessment

The language base of reading

Comprehension

Text-based comprehension, narrative, expository

Vocabulary development

Word recognition: phonemic awareness, phonics, context clues, structural analysis

Developing fluency

Literature-based programs

Basal reader approaches

Writing and Reading workshops

Learning and cultural needs

Content Area instruction

Designing Literacy Learning Environments, including using technology.

**GRADING**

Professor will provide.

## **PROFESSOR'S EXPECTATIONS AND POLICIES**

Professor will provide

### **BIBLIOGRAPHY**

- Adams, M. J. (1990). *Thinking and learning about print*. Chicago: MT Press.
- 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*. (2<sup>nd</sup> 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**

Students 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.