

Augsburg College

EED 320/520R -K-6 Methods: Reading

Monday: 6:00 – 10:00 PM (2009)

Rochester Campus, Bethel Lutheran Church

Sept. 21, Oct.5, Oct. 19, Nov. 2, Nov. 16, Nov. 30, Dec. 7

Instructor: Joanne Swenson

Office/Hrs.: 810 3rd Avenue Southeast, Rochester, MN 55904/ **Scheduled appointments welcomed.**

Class Location: Please refer to Records & Registration on the Inside Augsburg page (<http://augnet.augsburg.edu>) for the latest information on room assignments for your classes.

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Course Website: Moodle, through the Augnet connection

Credits: 1.0

Pre-requisites: PPST and admission to the Augsburg Teacher Education Program

Course Description:

The study and use of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. Field work experience required.

This course will consist of research-proven ready-to-use assessment tools and related instructional strategies from the field of comprehensive reading instruction.

Augsburg College Education Department Mission Statement

The Augsburg Education Department commits itself to developing future educational leaders who foster student learning and well being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Required Reading:

- ❖ Reutzel, D. R. & Cooter, R. B., Jr., (2009). The Essentials of Teaching Children to Read: The Teacher Makes the Difference. 2nd Edition Pearson Education Incorporated (ISBN 0-13-978-0-13-500559-0)
- ❖ Clay, MarieM.,(2000).Running Records for Classroom Teachers. Reprinted 2008 by Pearson Education New Zealand Ltd. (ISBN: 978-0-86863-348-0)

Additional Graduate Credit Assignment:

- ❖ See Assignment rubrics on page 4 and page 6.

Applicable Minnesota Standards of Effective Practice (MSEP):

- Standard 1 - Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
- Standard 2 - Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.
- Standard 3 - Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

- Standard 4 - Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- Standard 5 - Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard 6 - Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Standard 7 - Planning and Instruction: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Standard 8 - Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- Standard 9 - Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and action on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Course Objectives: (aligned with MN Standards of Effective Practice)

Students will:

1. develop an understanding of historical perspectives, theories, research and national reports that relate to the field of reading.
2. demonstrate and exhibit an understanding of the reading process, the developmental stages of literacy, and the various methods of teaching reading.
3. demonstrate an understanding of the elements of comprehensive reading instruction, such as:
 - phonemic awareness**
-perceiving that spoken words are composed of sounds of speech
 - phonics**
-associating written letters with sounds, knowledge of letter-sound correspondences
 - fluency**
-reading a text accurately and quickly, with expression
 - vocabulary**
-focusing on high-frequency words, spelling patterns, and meaning elements in words
 - comprehension**
-scaffolding and nurturing deep understanding in content areas, fostering higher-order thinking
 - motivation**
-recognizing that all students can learn, supporting and expecting the highest levels of success
4. demonstrate an understanding of integrating reading/language arts instruction across the curriculum, utilizing small group and whole class instruction, where applicable.

5. demonstrate knowledge and ability to recognize, diagnose and correct reading difficulties.
6. demonstrate knowledge of formal and informal reading assessments, and the ability to utilize data when planning instruction and charting students' progress.
7. demonstrate knowledge of instructional strategies and the benefits of application in the field of reading.
8. develop a literacy framework to guide and organize a comprehensive reading program from the primary grades through the intermediate grades.
9. develop an understanding of the importance of the effect of the classroom-learning environment on students' achievement.
10. demonstrate the ability to address needs of learners from diverse ethnic, cultural, and socioeconomic backgrounds and students with exceptional needs.
11. demonstrate ability to match students with text, encouraging independent reading and reading response.
12. demonstrate understanding of the reading/writing connection as reciprocal processes.
13. demonstrate use of technology to present information, broaden students' knowledge and enrich learning opportunities.
14. expand knowledge in providing training, communication and support for parent and community involvement in literacy programs.
15. develop ability to become critical, reflective readers, writers and practitioners, continuing to grow as life-long learners in the field of literacy.

Field Experience Requirement:

This course requires a 20-hour field experience in an elementary classroom setting during literacy instruction time.

Required Materials:

- Resource File
- **Reutzel, D. R. & Cooter, R. B., Jr., (2009). The Essentials of Teaching Children to Read: The Teacher Makes the Difference. 2nd Edition Pearson Education Incorporated (ISBN 0-13:978-0-13-500559-0)**
- **Clay, MarieM.,(2000).Running Records for Classroom Teachers. Reprinted 2008 by Pearson Education New Zealand Ltd. (ISBN: 978-0-86863-348-0)**

Policies:

- **Attendance: Attendance is required.** Only emergency absences will be excused. The state of Minnesota licensing rules regarding teacher certification requires students to develop professional level knowledge, skills and attitudes. For this reason, and the fact that most classes cannot be made-up, it is strongly recommended you attend all class meetings. Class attendance also qualifies you for class participation points, so it has a direct bearing on your grade for this course. Students should call and leave a message on my voice mail in the event of an emergency with a number where they can be reached in such cases. If you must miss a class period, you must develop an alternative that covers the subject matter of that particular class and submit it no more than two weeks after the day you missed.
- **Late Work:** The decision to award full or partial credit is at the instructor's discretion.
- **Honesty Policy:** The Augsburg College policy on academic honesty applies to this course.
- **Student Rights and Responsibilities:** Students with diagnosed learning disabilities or physical handicaps have legal rights to course modifications. Please identify yourself so I may assist you with

your learning. All students are encouraged to use the College Counseling and Student Development staff services as needed as well as the Writing Lab.

Assignments:

Students must read the assigned chapters in the texts before coming to class. Students are responsible for materials covered in class presentations, class discussions, videotapes, overheads, and additional readings.

Assigned Activity	Course Objective	MSEP	Due	Point Value
Class Participation	All	All	Weekly	35
Forum Discussions	All	All	Oct. 5 Oct. 19 Nov. 2 Nov.16 Nov.30	25
Running Records/Text Leveling	1., 2., 3., 4., 5., 6., 7., 8., 10., 11.	1., 2., 3., 4., 5., 6., 7., 8.	Oct. 19 th	20
Shared Reading Lesson Plan & Demonstration	1., 2., 3., 4., 5., 7., 8., 9., 10., 11., 12.	1., 2., 3., 4., 5., 6., 7., 8.	Oct. 19 th	20
Fluency Assessment & Vocabulary Activity	1., 2., 3., 4., 5., 6., 7., 8., 10., 11.,	4., 7., 8.	Nov. 16	20
Guided Reading Lesson Plan & Demonstration	1., 2., 3., 4., 5., 6., 7., 8., 10., 11., 12.	1., 2., 3., 4., 5., 6., 7., 8.	Nov. 16 th	20
Field Experience	All	All	Nov. 16 th	20
Resource File	All	1., 4., 7., 8., 9.	Dec. 7 th	10
Class Presentation & Final Exam	All	All	Nov. 30 & Dec. 7 th	30
			Total Points	200
*Graduate Credit				
*Research Report			*Nov. 30 th	*25
*Class Presentation			*Nov.2	*25
	All	All	*Total Points	*250

Total Points Undergraduate = 200

4.0 = 191-200, 3.5 = 181-190, 3.0 = 171-180, 2.5 = 161-170, 2.0 = 151-160, 1.5 = 141-150, 1.0 = 131-140
0 = 130 or lower

Total Points **Graduate = 250

4.0 = 237-250, 3.5 = 225-236, 3.0 = 212-224, 2.5 = 200-211, 2.0 = 187-199, 1.5 = 175-186, 1.0 = 162-174
0 = 161 or lower

Technology Expectations:

- Read and answer e-mail regularly and in a timely fashion using your Augsburg College e-mail address.
- When required, attach documents to e-mail/forum.
- Make active use of online course resource (e.g. Moodle).
- Access and use online file space (e.g. AugNet/Netware space).
- Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet. Participate in Forum discussions.

Students who do not possess these skills should contact personnel in the student computing lab for help in developing these skills. Students will receive training in Augsburg specific software such as Moodle and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

Tentative Course Schedule: The following class schedule of topics and assignments is subject to change and modification. Additional materials will be presented, read and discussed during some classes.

Sept. 21, Oct.5, Oct. 19, Nov. 2, Nov. 16, Nov.30, Dec. 7

Class Date	Focus	Text Assignments	Due:
Sept. 21th Class Session 1	Introduction to Course Materials & Assignments Five Pillars of Effective Instruction What is Reading? Characteristics of Highly Effective Reading Teachers Observation Survey, Assessing Children’s Concepts About Print (CAP) How To Take A Running Record Introduction to Moodle: Forum discussion in computer lab.	*Before 1st class session, read texts: Reutzel &Cooter, <u>The Essentials of Teaching Children to Read: Chapter 1</u> <u>Running Records for Classroom Teachers</u> by Marie M. Clay: Chapters 1-5. Article:(given at class) *Armbruster B., Lehr F., Osborn J. . <u>Put Reading First: The Research Building Blocks for Teaching Children To Read K-3.</u> CIERA, NIFL, 2003, 2 nd Edition.	Forum: Moodle Please introduce yourself. Tell me why you are enrolled in this class, and what you are hoping to learn. What is your background in the teaching of literacy? How did you learn to read? In what ways will you apply new knowledge upon completion of this class? (3-4 paragraphs: we will post on Moodle at first class so others can get to know you as well.
Oct. 5 Class Session 2	Strategies To Construct Meaning Understanding Miscues (M, S, & V) How do Children Learn to ‘ Decode’ Words? Best ways to teach phonics Assessing letter & word identification How to assist students who struggle learning phonics Strategies parents can use to help their child learn phonics skills Making Words Shared Reading Lessons	Read before class session: Reutzel &Cooter, <u>The Essentials of Teaching Children to Read: Chapter 2.</u> <u>Running Records for Classroom Teachers</u> by Marie M. Clay: Chapters 6-10.	Forum: Moodle TBA(To be Announced) A copy of these message and the instructor’s response could be printed and filed in your Resource File.
Oct. 19 Class Session 3	Principals & Purposes of Reading Assessments Screening and Process monitoring Assessments Dibles Diagnostic Assessments	Read before class session: Reutzel &Cooter, <u>The Essentials of Teaching Children to Read: Chapter 6.</u>	-Two Running records Shared Reading Lesson & Reflection: *Please include a copy of the text that was read by the student & be ready to share with class Forum: Moodle:TBA

Class Date	Focus	Assignments	Due:
Nov.2 Class Session 4	Reading & Fluency assessment Effective fluency instruction & strategies Teaching Vocabulary & research-proven strategies How to assist students with Special Needs in vocabulary learning. Word Sorts	Reutzel &Cooter, <u>The Essentials of Teaching Children to Read</u> : Chapter 3&4..	Graduate Credit Presentations Forum: Moodle:TBA
Nov. 16 Class Session 5	Research & Reading Comprehension How Reading Comprehension is assessed Effective reading comprehension strategies How can it be adapted to meet diverse student needs? What can Families do to develop Children’s reading?	Read before class session: Reutzel &Cooter, <u>The Essentials of Teaching Children to Read</u> : Chapter 5	Fluency Assessment Vocabulary Activity Guided Reading Lesson Plan& Demonstration, Personal Evaluation and Rubric completed by Supervising Teacher ----- Forum: Moodle:TBA
Nov. 30 Class Session 6	Standards for Reading Instruction Basal or Core Reading Programs Programs available for the Struggling reader Adapting a basal for struggling readers	Read before class session: Reutzel &Cooter, <u>The Essentials of Teaching Children to Read</u> : Chapter 7.	Field Experience Evaluation/Rubric by Supervising Teacher ----- *Graduate Credit Research Assignment consisting of a three page synopsis of pre-approved subject, and 10 minute class presentation. Forum: Moodle:TBA
Dec. 7 Class Session 7	Final Presentations Resource File Final Exam		----- Class Presentations Resource File Personal Evaluation

***Please print a copy of this tentative course schedule and bring it to each class session. Thank-you!!**