

TL 530 FOUNDATIONS OF READING INSTRUCTION 3 credits

College of Education and Human Development—Department of Teaching & Learning

Room 7, Education Building

Fall , 2007, 7:15-9:45 Tuesdays

Instructor Information

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Office Hours: By appointment

Departmental Framework

This course is aligned with the conceptual framework defined by the Department of Teaching and Learning and with the National Board for Professional Teaching Standards (NBPTS) which have been adopted for the graduate programs in the Department of Teaching and Learning.

Conceptual Framework (www.und.nodak.edu/dept/ehd/ncate/conframework.html)

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Throughout our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

National Board for Professional Teaching Standards <http://www.nbpts.org/>

Standard #1: Teachers are committed to students and their learning.

Standard #2: Teachers know the subjects they teach and how to teach those subjects to students.

Standard #3: Teachers are responsible for managing and monitoring student learning.

Standard #4: Teachers think systematically about their practice and learn from experience.

Standard #5: Teachers are members of learning communities.

UND Catalog Course Description

A study of developmental reading instruction. Emphasis is placed on the psycholinguistic process of teaching and learning, critiquing historical and current research, and the instructional approaches each supports.

Course Description

This course focuses on the relationship between reading theory, research and practice. An overarching goal is for teachers to develop knowledge of the theoretical roots of reading so they can capitalize on using theory to inform practice. We will study the roots of foundational knowledge such as the processing systems related to effective reading and instructional approaches that support the development of these processing systems. We build expertise in an area of interest by through research and writing. We will emphasize:

- understanding reading theories and models;
- understanding strategic actions and information that readers use to process text;
- ways teachers can help elementary-age children acquire, expand, and deepen their ability to process texts effectively;
- ways to collect evidence of literacy processing;
- assessing individual readers and examine reading behavior as it changes over time;
- learning how to analyze text as a foundation for effective teaching;
- developing comprehending strategies through interactive read-aloud, reading workshop, and guided reading;
- developing fluency in reading, expanding vocabulary, and learning to talk and write about reading;
- meeting the needs of diverse learners in the classroom context; and
- using professional reading, writing, and discussion to deepen teacher's abilities to gain new knowledge and to apply theory to classroom practice.

Course Goals

Students will:

1. gain knowledge about reading as an active, developmental, social, cultural and language based process (NBTPS #1);
2. identify, interpret and apply research and theories central to literacy education to instructional practices (including assessment) (NBTPS #4 & #5);
3. gain knowledge about how to analyze text for opportunities to learn (NBPTS #2);
4. understand the systems of integrated strategic actions readers use to effectively process text (NBPTS #2);
5. analyze children's reading behavior in order to hypothesize about their reading abilities (NBPTS #2);
6. develop an understanding of approaches to reading instruction and assessment that supports authentic literacy development (NBTPS #2, #3);
7. strengthen ability to independently implement and systematically reflect on reading practices that are compatible with the needs of individuals and with how language is learned (NBTPS #4); and
8. strengthen ability to communicate knowledge about reading instruction and assessment to various stakeholders in education (NBTPS #5).

"My principles for [literacy instruction and] assessment emanate from a mix of child-centered views of teaching, developmental views of children, constructivist views of knowing, critical theoretical views of empowerment, and pluralistic views of society." R. J. Tierney from *The Reading Teacher*, 51(5), p. 388.

Professional Books—Required

Fountas, I.C. & Pinnell, G. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K–8*. Portsmouth, NH: Heinemann.

Galvan, J.L. (2006). *Writing literature reviews: A guide for student of the social and behavioral sciences (3rd ed.)*. Glendale, CA: Pycszak Publishing.

Tracey, D. H. & Morrow, L.M. (2006). *Lenses on reading: Introduction to theories and models*. New York: Guilford Press.

Articles: You will be expected to access Blackboard for additional readings; some readings will be provided as handouts.

Children's Books—Required

Choi, Y. (2001). *The name jar*. NY: Dell Dragonfly Books.

Gibbons, G. (2002). *Tell me, tree: All about trees for kids*. NY: Little, Brown and Company.

Woodson, J.(2001). *The other side*. NY: G. P. Putnam's Sons.

Professional Books--Recommended

Perrin (2007). *Pocket guide to APA style (2nd ed.)*. Houghton Mifflan.

Other Resources

<http://books.heinemann.com/comprehending/reader.html>

<http://books.heinemann.com/comprehending/graphicOrganizers.html>

<http://books.heinemann.com/comprehending/formsResources.html>

<http://books.heinemann.com/comprehending/help.html> (DVD Help)

Instructional Practices

Reading, writing, class discussion, individual, small and large group activities, mini-lessons, interactive demonstrations, peer-teaching, video viewing, and student presentations are teaching and learning practices that are implemented in this course.

Assignments and Evaluation

Expectations. You are required to complete assigned readings, in-class activities, and specific assignments. The specific assignments are listed on a separate page of this syllabus. You are expected to be on time for class and with assignments. You will have the opportunity to engage actively with course concepts in class. I ask that you participate in class in a way that supports and contributes to the community of learners.

Assignments. (see *Overview of Assignments* for more description)

15%	Participation (see above)
05%	Teaching Anecdote
40%	Theory & Practice Paper
40%	Literature Review

Evaluation and Grading. Assignments are assessed using scoring tools such as rubrics and credited with points. At the end of the semester, your points are converted to a percentage. The percentage grading scale for this class is as follows: 100-93% = A; 92-80% = B; 79-70% = C; 69-60% = D; below 60% = F.

The University policy for giving the mark "I," Incomplete, is as follows: The mark "I," Incomplete, shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.

Policies

- Celletiquette: Cell phones should be turned off during class. If there is an emergency which requires you to be available, let me know, put the ringer on vibrate then signal me and leave the classroom if you receive a call. Arriving late from break because of cell conversations should be avoided. Additionally, please avoid text-messaging during class time.
- Please contact me if you are unable to attend a class session; in some cases, you may still be responsible for work missed.
- It is expected that your assignments are to be handed in on time unless previous arrangements have been made. Otherwise, late work results in a loss of points.
- *The syllabus is tentative in nature*; changes to it will more than likely occur throughout the semester.
- You are expected to check Blackboard routinely for posts (e.g., readings and course updates).
- Students who receive services through Disability Support Services are encouraged to visit with the instructor about accommodations that may be recommended or needed. Students who may need instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this as soon as possible.
- Grievance Procedures: Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, the grievance policy for the Department of Teaching & Learning is posted on the TL 530 Foundations of Reading Blackboard pages under "Syllabus".

Overview of Assignments for TL 530 Foundations of Reading Instruction

Note: Additions, deletions, or modifications to the assignments may occur during the semester.

PERCENT	ASSIGNMENT OVERVIEW	DUE
15%	<p>Participation: Complete assigned readings, in-class activities, and specific assignments; be on time for class and with assignments, actively participate with course concepts, supportive of your peers and the instructor.</p>	On-going
05%	<p>Teaching Anecdote: Write a teaching anecdote based on your own teaching experiences. The anecdote must describe a reading-related event. The anecdotes from class members will be compiled into a collection, posted on Blackboard for printing, and used throughout the semester for various purposes, in particular for relating reading theories with practice. The anecdote should be about one page in length, submitted in hard copy AND on a disk or CD. Please observe qualities of professional writing. This task is assessed for Participation and as a separate assignment.</p>	Aug. 28
40%	<p>Theory & Practice Paper—Analysis of Teaching and Reflection: Plan and implement three classroom lessons on comprehending and fluency, each in a different context:</p> <ol style="list-style-type: none"> 1. Interactive read-aloud with intentional conversation or a book club 2. Reading workshop minilesson and reading conferences with two students 3. Guided reading <p>Audiotape or videotape each lesson in order to reflect on it. For each lesson provide a written plan as well as a written reflection. Prepare a paper that includes:</p> <ol style="list-style-type: none"> 1. Narrative: A description of teaching for comprehending strategies in all three instructional contexts. Relate your teaching to the systems of strategic actions. Provide specific examples of language that you used. Provide description or explanation of the ways in which you see specific reading theories at work in your lessons. 2. Evidence of Learning: Provide specific examples of student behavior that serve as evidence that students are using systems of strategic actions. 3. Attachments: Plans and reflections for both lessons. 	Oct. 23
40%	<p>Literature Review: Write a literature review on a topic that is important in the field of reading instruction. You will use the book by Jose Galvan, <i>Writing Literature Reviews</i>, and class experiences to support your efforts. The topic should be important from a practical or theoretical perspective, and should incorporate a theoretical perspective. You are expected to draw on the theories in <i>Lenses on Reading</i> (course text) and the practical information in <i>Teaching for Comprehending and Fluency</i> (course text). Your review should be 8-10 pages, double-spaced (title page and references are additional). You must review at least 8 sources. Paper must adhere to APA style. You will be expected to adhere to process-related deadlines and activities.</p>	Dec. 4

Schedule of Course Topics and Preparation and Assignment Due Dates

Note: Schedule and Due Dates are subject to change

SESSION/DATE	TOPICS	PREPARATION FOR TODAY
Session # 1 8/21	<ul style="list-style-type: none"> • Course Introduction • Teaching anecdote • Individual literacy processing • Systems of strategic action • Comprehensive reading program 	
Session # 2 8/28	<ul style="list-style-type: none"> • Observing readers • Using running records to assess reading behaviors • Examining language for evidence of thinking 	<ul style="list-style-type: none"> • Read F & P: Chapters 1, 2, and 3 • View James reading <i>Lucky Goes to Dog School</i> on DVD while following the running record; • Read the analysis of James' reading • DUE: Teaching Anecdote • Read: T & M: Chapter 1 and 2 (Early Roots)
Session # 3 9/04	<ul style="list-style-type: none"> • Observing readers • Interactive read aloud • Mining text for learning potential 	<ul style="list-style-type: none"> • Read F & P: Chapters 4, 5, and 8 • Read Barrentine article: Handout • Read and bring to class: Touchstone books • Read: T & M: Chapter 3 (Behaviorism) • DUE: Assessment of a reader
Session # 4 9/11	<ul style="list-style-type: none"> • Literature discussion • Book Club • Analyzing language for evidence of thinking • Reading Workshop 	<ul style="list-style-type: none"> • Read F & P: Chapters 11 and 15 • In class—Chapters 10 and 16 • Bring touchstone books • Read T & M: Chapter 4 (Constructivism) • DUE: Assessment of a reader with analysis—bring audiotape
Session # 5 9/18	<ul style="list-style-type: none"> • Independent reading • Reading notebooks • Reading conferences 	<ul style="list-style-type: none"> • Read F & P: Chapters 16, 17, 18, 19 and 20 • In class—Chapter 22 • Bring touchstone books • Read T & M: Chapter 5 (Development)
Session # 6 9/25	<ul style="list-style-type: none"> • Book talks • Effective minilessons • Reading notebooks • Evaluating thinking 	<ul style="list-style-type: none"> • Read F & P: Chapter 23 & 22 • In class—Chapter 12 • Bring touchstone books • Read T & M: Chapter 6 (Social Learning) • DUE: Reading Workshop mini-lesson and conferences with 2 students
Session # 7 10/02	<ul style="list-style-type: none"> • Gradient texts • Working with texts • Demands of fiction and non-fiction texts in GR 	<ul style="list-style-type: none"> • Read F & P: Chapter 12 • In class—Chapter 29 • Bring touchstone books • Read T & M: Chapters 7, 8 and 9 Selections to be announced (Information Processing) • DUE: Reading Workshop minilessons and conferences with 2 students
Session # 8 10/09	<ul style="list-style-type: none"> • Structure of Guided Reading • Introducing, reading and discussing Guided Reading texts 	<ul style="list-style-type: none"> • Read F & P: Chapters 24, 25 and 26 • In class—Chapter 29 • Bring touchstone books

	<ul style="list-style-type: none"> • Fiction and non-fiction texts in GR 	<ul style="list-style-type: none"> • Read T & M: Chapter 10 (Synthesis of book)
Session # 9 10/16	<ul style="list-style-type: none"> • Considering literature review topics 	<ul style="list-style-type: none"> • DUE: Guided Reading Lesson • Read Galvan: Chapters 1, 2 and 3 • Bring Fountas & Pinnell
Session # 10 10/23	<ul style="list-style-type: none"> • Guest from CF Library or field trip to library 	<ul style="list-style-type: none"> • DUE: Practice-Theory Paper • Bring “short list” of literature review topics
Session # 11 10/30	<ul style="list-style-type: none"> • Writing about reading • Analyzing articles 	<ul style="list-style-type: none"> • Read F & P: Chapter 27 • Read Galvan: Chapters 4, 5 and 6 • Analysis of an article (TBD)
Session # 12 11/06	<ul style="list-style-type: none"> • Writing about reading • Working with English language learners • Fluency • Making sense of the research literature (critiquing and organizing) 	<ul style="list-style-type: none"> • Use in class F & P: Chapters 20 and 28 • Read Galvan: Chapter 7 • Bring portfolio of articles • Bring summaries of at least 2 articles
Session # 13 11/13	<ul style="list-style-type: none"> • Fluency over time • Performance reading • Making sense of the research literature (continued) 	<ul style="list-style-type: none"> • Read F & P: Chapters 6 and 7 • In class—Chapter 8 • Bring analysis and tape of reader from Session #3 • Read Galvan: Chapters 7 and 8 • Bring table summarizing literature • Bring outline of paper
Session # 14 11/20	<ul style="list-style-type: none"> • Work week—Meet with Shelby and writing groups 	<ul style="list-style-type: none"> • Read Galvan: Chapters 8, 9 and 10 • Work on draft of paper
Session #15 11/27	<ul style="list-style-type: none"> • Teaching vocabulary • Share draft of paper in writing groups 	<ul style="list-style-type: none"> • Read F & P: Chapters 9, 21, 30 • In class—Chapter 31 • Read Galvan: Chapters 11, 12, 13 • DUE: First draft of paper
Session #16 12/04	<ul style="list-style-type: none"> • Presentations of Literature Reviews 	<ul style="list-style-type: none"> • DUE: Literature Review