SIMON FRASER UNIVERSITY
SUMMER 2009
EDUC 473W-4
DESIGNS FOR LEARNING: READING
E400

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Office Hours: Thursdays prior to class or by appointment

Class: Thursday 5:30- 9:20 AQ 5025
Texts:
- Cunningham, P.M. Moore, S.A., Cunningham, J. W., & Moore, D.W. (2004). *Reading and writing in elementary classrooms: Research based k-4 instruction* (5th.ed). Toronto: Pearson. [**CMCM**]
- Rasinski. T.V., & Padak, N.D. (2001). *From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school.* Toronto: Allyn & Bacon [**R&P**]
- Additional reading from photocopies on file in CET and /or available online.

Course Description:
The ability to read effectively is fundamental to success in school. Thus, providing students with high quality instruction that enables them to become effective readers is one of the most important challenges faced by teachers. This course focuses on how best to meet this challenge. Consequently, the course explores the research supported principles that guide effective instructional practices in reading. Students will have opportunities to learn, model and discuss various methods of instruction and evaluation designed to develop the reading skills of students.

Learning Outcomes:

By the end of semester:
- You will create a year-long instructional plan in reading for the grade level/course you are preparing to teach;

- You should be able to identify, evaluate and select appropriate instructional materials and methods of instruction based on the phases of reading development, cognitive processes related to reading and factors relevant to the context of your classroom;

- You should be able to collect, analyze and interpret assessment data that provides information regarding student's levels of development in literacy and be able to use this information to guide the planning process.

Proposed Schedule of Topics

Date   **Topics & Readings**

May 7 Introduction

Putting students at the centre of teaching
- Joel, C. & Minden-Cupp, C. (1999). One down and 80,000 to go: Word recognition instruction in the primary grades.*The Reading Teacher*, 53 (4) 332-335.

    *bring a novel/ book to next class you would consider reading to/with your class. Be prepared to say why you think it would be a good choice.

May 14 The Flawed Search for a Perfect Method of Instruction
- Duffy, G. G. & Hoffman,J. V. (1999). In pursuit of an illusion: The flawed search for a perfect method. *The Reading Teacher* 53(1), 10-16. (online and stacks)

Developmental Stages/ Phases of Reading

*organize groups for strategy demonstrations

May 21 Alphabetics & Phonemic Awareness
- CMCM Ch. 4, pp. 86-97
- R & P: Ch. 4

    * group meetings for strategy demonstration assignment

May 28 Word Identification
- CMCM Ch. 4, pp. 58-63, 84-86, 97- 118
- R & P: Ch. 5 & 6

    * Chapter Review Due. Topic: Phonemic Awareness
    * guest speaker i
    *organize groups for resource collection assignment

June 4 Fluency
- CMCM: Ch. 3, pp. 55-57, 63-80
- R& P: Ch. 14
- Group meetings strategy demonstration assignment

Date	Topics and Readings

June 11   Comprehension
- CMCM: Ch. 7
- Neufeld, P. (2005). Comprehension instruction in content area classes. *The Reading Teacher*, 59 (4), 302-312. (available online, Stacks or CET)
  Strategy Demonstration groups 1& 2

June 18   Planning for Balanced Literacy Instruction
- Fitzgerald, J. (1999). What is this thing called "balance"? The Reading Teacher, 53, 100-107. (Online, CET or stacks)
- CMCM: Ch. 10 pp. 289-303
- R & P: pp. 3--8
  Strategy Demonstration groups 3 & 4
  Chapter Review Due. Topic: Reading Comprehension

June 25   Midterm Exam

*Group Meetings: Resource Collection Assignment

July 2   Vocabulary and Prior Knowledge
- CMCM: Ch. 5
  Strategy Demonstration groups 5& 6
  * Group meetings: Resource Collection Assignment

July 9   Data Collection, Analysis & Interpretation
- CMCM: Ch. 9 , pp. 266- 281
- R & P: Ch. 16
  Strategy Demonstration groups 7& 8

* **Resource collection assignment due**

July 16   No Class
  Planning for final project recommended

July 23   Reading- Writing Relationships
- Shanahan, T. (1988) The reading-writing relationship: Seven Instructional Principles. *The Reading Teacher*, 41, 636-647
- CMCM: Ch. 8

- R& P: Ch. 13

July 30   **Reading & Learning Disabilities**
- Hall, Susan L. & Moats, Louisa C. (1999). Reading Difficulties and Disabilities. *Straight Talk About Reading* (reading will be provided by instructor)
- **Final projects due**

Assignments:

Note: All assignments **MUST** be typewritten and in hardcopy (not digital) form

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- Chapter Reviews (2@ 5% each)   10%

- Midterm Exam   20%

- Strategy Demonstration (group)   15%

- Professional Resource Collection   20%

- Final Project   35%

Grading Scale:

Letter Grade	Percentage Grade*	Definition	Numerical Equivalent
A+	93-100	Excellent	4.33
A	89-92	Performance	4.00
A-	86-88		3.67
B+	83-85	Good	3.33
B	79-82	Performance	3.00
B-	76-78		2.67
C+	73-75	Satisfactory	2.33
C	69-72	Performance	2.00
C-	66-68		1.67
D	56-65		1.00
F	0-55	Unsatisfactory Performance	0.00

- percentage grades will only be used for midterm exam

Late Assignments:
- Assignments are to be handed in at the beginning of class on the day they are due.
- For each day after the due date a letter grade will be deducted from the assessed grade for that assignment.

Assignments:

Chapter Reviews: (2@ 5% each)   **Due: May 28 & June 18**
You are required to write 2 chapter reviews dealing with topics related to reading instruction.
Due Dates/ Topics
    1. May 28th. Phonemic Awareness
    2. June 18th. Comprehension

Length: Reviews must not exceed 2 double- spaced type written pages.
      Please use 12- point font.

Your Review MUST include:
- Title page with your name, date, instructor etc.
- Proper reference information for the chapter being reviewed
- Purpose of the chapter
- Summary of the major points
- Your critical analysis of the information presented in this chapter (i.e. What did you think of the chapter and why did you think this)

Evaluation Rubric:
Please refer to the assessment criteria distributed in class.

Professional Resource Collection (20%)   **Due: July 9**
The purpose of this group assignment is to provide you with the opportunity to begin the process of developing a resource collection in the area of reading. Development of the resource collection will require you, will require you, along with a group of your classmates, to acquire / create, and organize a set our resources that can be used to support your instructional efforts in reading in the coming years. Groups will be organized by grade level and subject area.

Your resource collection will be evaluated with the following questions in mind:
- Has the group included a 1-2 page reflection of the collection in which areas of strength and areas that need additional work are clearly identified?
- Does the collection include resources for at least 3 of the topics covered in the course (eg fluency, word identification, reading development etc.)?
- Are the resources included in the collection in keeping with up-to-date research or best practice in literary instruction and evaluation?
- Is the collection simply a compilation of what we have covered in class, or has the group made an effort to seek out and include additional resources in the different areas?

- Is the collection neat, well organized, and presented in a fashion that will be interpretable in the future?

Strategy Demonstration: (15%), grade will be based on the group effort
The purpose of this assignment is to provide you with the opportunity to become familiar with a particular instructional strategy and to plan and deliver a mini-lesson introducing it to your peers. Further, as a result of these demonstrations you will be introduced to a variety of strategies that you can take with you into the field.

Groups of students (approx. 4) will demonstrate literacy instructional strategies to the class and lead a brief critical discussion.
Presentations will consist of:
Modeling: Approximately 20 minutes should be spent modeling your groups strategy to the rest of the class. The content of the presentation should be associated with the grade level and subject area of your choice. Importantly, content selection must be appropriate for the strategy you are modeling. For example, you may not model a literature response strategy using a chemistry text.
Critical Discussion: Approximately 10 minutes of the presentation should be used to engage your classmates in a brief discussion o. of the purpose of the strategy, its intended audience, the rationale behind it, and its strengths and limitations.
Lesson Plan: You must provide your classmates and the instructor with a complete and detailed lesson plan for the lesson you model. Please bring copies for everyone in the class.
Strategies will be selected from the list below in consultation with the instructor.

Evaluation Rubric:
Please see the assessment criteria handed out in class, which indicates how your demonstrations will be evaluated.

Strategies

Phonics & Word Identification
Analytic Method

Word Walls

Shared Writing / Language
Experience-Approach Activities

Fluency
Readers Theatre

Response to Literature
Literature Circles

Story Grammars & Story Maps

Comprehension
Reciprocal Teaching
Question-Answer Relationships

Vocabulary Development
Semantic Mapping
Word sorts
Final Project –Instructional Plan (35%)   **Due: July 30**

The purpose of this individual assignment is to provide you with the opportunity to develop and receive feedback on a plan for how reading instruction will be organized and delivered in a primary, intermediate, or middle /high school class. Completion of this project will require you to demonstrate that you can apply the content we have covered in this course. For instance, you will be have to demonstrate an understanding of literacy development you might reasonably expect to encounter, and how you will evaluate and tack students literacy development.

Getting Started:
  • Select a grade level and if you will teach middle or high school, a course you hope to teach.
  • Identify the levels of literacy development you might reasonably expect to encounter in your students (see below).
  • Based on the developmental levels you can expect to find in your class and what we have covered in this course, provide a long-range plan of how you will provide appropriate reading instruction for the students in your class and monitor their progress across time.

Grade Levels and Developmental Stages:
  • Early Primary: Stages 1 (Literacy Roots) -3 (confirmation, fluency, ungluing from print)
  • Late Primary/ Early Intermediate: Stages 2 (Initial Literacy) -4 (reading and writing for learning the new)
  • Late Intermediate & Middle/ Secondary: Stages 3 (confirmation, fluency, ungluing from print) – 4 (reading and writing for learning the new)

Things You Should Address:
  • You must provide some type of program overview.
  • The content your instruction (what will you teach?)
    Some possibilities: phonemic awareness, word id. sight word development, fluency instruction. Comprehension strategies, vocabulary development,
  • The methods you will use to provide this instruction (ie. How will you teach these things)
  • Broad timelines for instruction (when will teach what? What is the progression of instruction?)
  • Grouping for instruction (i.e. What kinds of grouping structures will you use?)
  • Progress monitoring (i.e. How will you track student's development across time?)
  • Program components (i.e. classroom-based instruction/ home-based instruction)
  • Additional things to consider: motivating students to read, making text reading necessary for students

Evaluation:
Your final project will be evaluated with the following questions in mind:
- Is the program well thought out and articulated?
- Is the grade level / course clearly specified?
- Are the expected reading levels of students clearly identified?
- Does the plan provide a coherent overview of what reading instruction will look like in the identified classroom/course?
- Has the student included all the elements necessary for addressing the reading instruction needs of students at the developmental levels expected at this grade level?
- Are the various methods that will be used to provide instruction appropriate and clearly articulated?
- Has the student adequately considered issues surrounding grouping for instruction (e.g. homogeneous and mixed ability groupings, size of groups etc.)?
- Does the plan include appropriate procedures for monitoring student progress across time?

In addition to our class text the following resources may be of assistance and have been put on reserve at Bennett library:

Tierney, R. J. & Readebce, J. E. (2005). *Reading strategies and Practices: A compendium* (5th. Ed.). Toronto: Allen & Bacon.

Popp, Marcia S. (2005). Teaching language and literature in elementary classrooms : a resource book for professional development (2nd. Ed) Mahwah, N.J.: L Erlbaum Associates