



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
MATTC
EDUC261 (3 units) (01) #59920; (02) #59921
Teaching Reading in the Elementary School
FALL 2017

Instructor: **M. Priscilla Myers, Ph.D.**
Reading Curriculum & Instruction

Course Meeting: **M 4:00-7:00; G202**
TH 5:00-8:00: ESJ110

Office: **Guadalupe Hall 247**
Office Hours: **MTTh 1:00-3:00 p.m., by appointment**

Classroom: **M-Guadalupe Hall 202; TH-ESJ110**
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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. make student learning our central focus;
2. engage continuously in reflective and scholarly practice;
3. value diversity;
4. become leaders who model ethical conduct and a commitment to social justice; and
5. seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring that credential candidates will begin their teaching career ready to:

1. maximize learning for every student;
2. teach for student understanding;
3. make evidence-based instructional decisions informed by student assessment data;
4. improve practice through critical reflection and collaboration;
5. create productive, supportive learning environments; and
6. apply ethical principles to professional decision-making.

The MS/SS teaching credential program course objectives are cross-referenced with the Program Learning Goals. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Focused attention will be given to the nature of reading difficulties and principles of diagnosis and assessment. Content presented in this course prepares candidates for the READING INSTRUCTION COMPETENCE ASSESSMENT (RICA). This course, required of all multiple

subject teaching credential candidates, must be taken concurrently with enrollment in EDUC266 or a full-time teaching position in a Catholic school.

Course Objectives

This course will develop students' knowledge and skills in order to:		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Guided by the Common Core State Standards: a.) Learn organizational, metacognitive, and comprehension strategies from emergent literacy stages through the most advanced stages of mature reading behavior; b.) learn to integrate strategies across all content areas incorporating reading, listening, speaking, writing, viewing and representing visually;	1, 2	1, 2, 3	3.1, 3.3, 4.3, 6.1
2	a.) Develop an increased awareness of factors influencing motivation and success in reading including the value of storytelling and reading aloud to children of all ages; b.) Help children experience the satisfaction of learning from text and to understand that reading is both for learning and for pleasure;	1	1, 2	1.1, 1.3, 1.4, 1.5, 1.6, 1.7
3	Describe characteristics of an effective literacy program, including appropriate materials, organization, and planning;	1	2, 5	2.2, 3.1
4	Describe, compare/contrast, and implement oral reading methodologies including guided reading, shared reading, and reading aloud;	2	4	4.7
5	Identify and implement effective reading instructional strategies for supporting diverse learners (linguistic, cultural, socio-economic, Special Needs, English learners)	3	1	1.2, 2.2
6	Learn that monitoring students' progress is an ongoing, systematic process. Recognize certain limitations of standardized, objective testing and augment the use of informal and subjective measures for diagnosis and assessment such as observation over time, student self-evaluation, informal reading inventories, interviews with parents/teachers/students, and portfolios.	2	3, 4	1.2, 2.5, 5.1, 5.2, 6.4

*DG=Department Goals; PLG=Program Learning Goals; TPE=Teaching Performance Expectations

Required and Recommended Texts & Readings

1. Johns, J. L. & Lenski, S. D. (2014). *Improving reading: Strategies, resources and common core connections* (6th ed.). Dubuque, IA: Kendall Hunt Publishing Co.
2. RECOMMENDED: Roe, B.D., and Burns, P.C. (2011). *Informal reading inventory: Preprimer to twelfth grade* (8th ed.). Belmont, CA: Wadsworth. Also available online: http://www.newtunings.com/57/web/TopLevel/Grade%20Levels/ADDITIONAL_ASSESSMENTS/Reading/Burns.and.Roe/Burns.and.Roe.Independent.Reading.Inventory.pdf
3. ONLINE: Pearson Education, Inc. (2008) or its affiliate(s). Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004 *RICA-Reading Instruction Competence Assessment*. Retrieved July 2016 from www.rica.nesinc.com

ONLINE READINGS:

- California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Adopted by the California State Board of Education (August 2010; modified March 2013). Retrieved July 2016, from <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
- California Dept. of Education. Retrieved July 2016, from <http://www.cde.ca.gov/>
- California EL Demographics: “Who are California’s English Learners?” Retrieved July 2016 from <http://www.youtube.com/watch?v=KlbTwaBcs00&feature=youtu.be>
- California Dept. of Education (2012). *Recommended literature: Kindergarten through grade twelve*. Retrieved July 2016, from <http://www.cde.ca.gov/ci/cr/rl/>
- Common Core State Standards Initiative (2012): English Language Arts Standards Kindergarten-Grade 12. Retrieved July 2016, from <http://www.corestandards.org/ELA-Literacy>
- Cornell University Center for Teaching Excellence: “Inclusive Teaching Strategies.” Retrieved July 2016, from <http://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/inclusive-teaching-strategies.html>.
- Cornell University Center for Teaching Excellence: “Incorporating Diversity.” Retrieved July 2016, from <http://www.cte.cornell.edu/teaching-ideas/designing-your-course/incorporating-diversity.html>.
- Greene, R. (2013, Oct. 30). 5 Key Strategies for ELL Instruction. *Teachers’ Voice*. Retrieved July 2016, from <https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/>.
- International Literacy Association: <https://www.literacyworldwide.org/>

ADDITIONAL RECOMMENDED READINGS:

- Garcia, E. E. & Nájuez, J. E. (2011). *Bilingualism and cognition: Informing research, pedagogy, and policy*. U.S.: American Psychological Association.
- Helman, L. (Ed.). (2016). *Literacy development with English learners: Research-based instruction in grades K-6* (2nd ed.). NY: The Guilford Press.
- Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2011). *All children read: Teaching for literacy in today’s diverse classrooms* (3rd ed.). Boston: Pearson.
- Zarillo, J. J. (2011). *Ready for revised RICA: A test preparation guide for California’s Reading Instruction Competence Assessment* (3rd ed.). Boston: Pearson.

Journals with Articles Related to Teaching Reading and Writing

CA JOURNAL OF ELEMENTARY EDUCATION	JOURNAL OF TEACHER EDUCATION
CA JOURNAL OF TEACHER EDUCATION	LANGUAGE ARTS
CHILDHOOD EDUCATION	LIBRARY JOURNAL
COLLEGE ENGLISH	PRIMARY VOICES
ENGLISH JOURNAL	READING RESEARCH QUARTERLY
INSTRUCTOR	READING TEACHER
JOURNAL OF ADOLESCENT AND ADULT LITERACY	RESEARCH IN THE TEACHING OF ENGLISH
(formerly JOURNAL OF READING)	SCHOOL LIBRARY JOURNAL
JOURNAL OF EDUCATION	SCIENCE & CHILDREN
JOURNAL OF EDUCATIONAL PSYCHOLOGY	SOCIAL STUDIES REVIEW
JOURNAL OF SPECIAL EDUCATION	TEACHER EDUCATION QUARTERLY

Course Requirements/Assignments

Distribution of points and percentage of total grade across assignments are as follows:

	Course/Requirements/Assignments	Points	TPE Assessed
1	Class Attendance, RICA Practice, Participation, Course Evaluation	100 (10%)	6.1
2	Oral Reading of a Book and Poem	50 (15%)	1.1, 1.3, 1.7
3	Informal Reading Inventory	100 (30%)	3.5, 4.1, 5.1
4	Video-Recorded Reading Lesson & Personal Assessment	100 (45%)	4.4, 5.1, 5.2, 5.3, 5.4, 6.1

ASSIGNMENTS

1.) Assignment 1:

Class Attendance, RICA Practice, Participation, Course Evaluations	(100 Points)	10%
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Attendance is critical to your understanding of course material. We will meet 10 times; you will earn 10 attendance points for each of our 10 meetings (**100 points**). (Note: Attendance points can be lost in the case of tardiness in excess of 10 minutes.) Students will not be penalized for absences due to the observance of religious holidays.

Participation points are earned through the following: 1) **RICA preparation**—Students will complete an online RICA Practice Test on/before the last day of class, Nov. 29th. Send the results of your practice test to me by email (pmyers@scu.edu); and 2) through **attention** and **participation** in group activities; recording text/lecture notes; personal reactions to ideas, theories and strategies you are learning, and completion of course evaluations. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away other forms of technology.

2.) Assignment 2:

Oral Reading of a Book and Poem (Variable Due Dates)	(50 Points)	15%
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Each of you will be asked to find a quality book from the world of children's literature to share with the class. In addition, find and share a complementary poem that connects well with the theme, plot, characterization, or setting of the book you have chosen. In 1-2 pages, cite both sources (poem and book), copy the poem, and explain how you could incorporate both within any content area. **Send your paper via email attachment the Friday before your presentation.** You will be graded on the relevance and originality of your choices (20 pts.), and on the adequacy of your annotation (30 pts.). **BONUS:** You may use this book or any of your colleagues' selections for your unit project! Please complete the book & poem citations in **APA format**:

POEM: Sarett, L. "The Wolf Cry," in J. Doe (Ed.). (1998). *Poetry and animals*, p 82. NY: Scholastic.

BOOK: Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

3.) Assignment 3:

INFORMAL READING INVENTORY	Due Nov. 1st	(100 Points)	30%
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An informal reading inventory (IRI) is a type of informal reading test designed to provide teachers with both general and specific information concerning a child's developing reading ability. You will learn to discover the levels of reading material pupils can read both with and without teacher assistance and the levels at or above which pupils should not be asked to read. You will test a child and summarize the results.

- 1) **IND, INST, FRUST LEVELS** /30 pts.
- 2) **COMPREHENSION DETAILS** /30 pts.
- 3) **LISTENING COMPREHENSION** /20 pts.
- 4) **ORAL RDG DIAG. CHART/ Strengths & Needs** /20 pts.

4. Assignment 4: **SIGNATURE ASSIGNMENT** Due: Nov. 29th

VIDEO-RECORDED READING LESSON & PERSONAL ASSESSMENT (100 pts.) 45%

Based on the results of your informal reading inventory, you will plan and deliver a one-on-one, guided reading lesson for the child you have tested. In addition, you will video-record your lesson.

	Written Lesson Plan	Video Recording
4	SCU Lesson Plan template: Includes all elements: title, book & reading level, multiple reading strategies for struggling readers, English learners, and for students with learning disabilities. The reading strategy(ies) you ultimately choose to teach during your lesson will be based on the specific strengths and needs of the student indicated by the results of the IRI. 40 points	Beginning narration: goals, standards, and objectives you will address. 15-minute lesson with the student including an introduction (starter), the instructional strategy(ies), and a closing activity. Include a summary at the end of your video describing how you feel the student performed and a self-assessment based on the impact of your teaching strategies. 60 points
3	SCU Lesson Plan template: Includes all elements: title, book & reading level, reading strategies for struggling readers based on the specific strengths and needs of the student indicated by the results of the IRI. 32 points	Beginning narration: goals, standards, and objectives; 15-minute lesson with the student including an introduction (starter), one instructional strategy, and a weak or missing closing activity. A minimal summary and a self-assessment. 48 points
2	SCU Lesson Plan template: Includes all elements: title, book & reading level, limited number of reading strategies for struggling readers based on the specific strengths and needs of the student indicated by the results of the IRI. 28 points	Beginning narration: goals, standards, and objectives; 15-minute lesson with the student including an introduction (starter), one instructional strategy, and a weak or missing closing activity. A minimal summary and a self-assessment. 42 points
1	SCU Lesson Plan template: Includes all elements: title, book & reading level, limited number of reading strategies for struggling readers, not based on the specific strengths and needs of the student indicated by the results of the IRI. 24 points	Beginning narration: missing one or more: goals, standards, and objectives; 15-minute lesson with the student including an introduction (starter), one instructional strategy, and a weak or missing closing activity. No summary or self-assessment. 36 points

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. *Please **adhere to due dates** so that you will have time to revise your work, if necessary, and earn the highest possible grade for each assignment. If your assignment is late, you forfeit this privilege. If you are ill, ask a “study partner” to turn in your homework assignment on time and to take notes for you when you are not in class. You are responsible for any information you miss because of absence. Please do not call the instructor for assignments or notes.

- Percentile grades (see below) will be assigned values from 1.0 – 4.0.
- Each value will be multiplied by the grading weight distribution.
- Your final grade will be based on a 4.0 scale.

A 4.0	94-100%	C+ 2.3	77-79%
A- 3.7	90-93%	C 2.0	74-76%
B+ 3.3	87-89%	C- 1.7	70-73%
B 3.0	84-86%	D+ 1.3	67-69%
B- 2.7	80-83%	D 1.0	63-66%

Canvas/Camino Course Management System

To access course materials, please be sure to review Canvas (Camino). Readings, outlines, and assignment descriptions will be made available through this on-line course management system. Access Canvas using your SCU username and password.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more

information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2013-2014).

TENTATIVE* COURSE SCHEDULE

**Course Plan Subject to Change*

<u>DATE</u>	<u>Course Topic</u>	<u>Recommended Readings/Assignments Due</u>
Sept. 20	Introduction: Remembering Learning to Read What is reading? Teaching Approaches The Learning Environment: Social & Cultural	<i>IMPROVING RDG: Ch. 1</i> <i>(Ongoing: RICA)</i>
27	Language & Literacy/Emergent Literacy	<i>IMPROVING RDG: Chs. 1, 2</i>
Oct. 4	Word Recognition, Phonics	<i>IMPROVING RDG: Ch. 3, RICA</i>
11	Fluency and Oral Reading	<i>IMPROVING RDG: Ch.4</i> <i>RICA</i>
18	ASSESSMENT	<i>INFORMAL RDG. INVENTORY</i>
25	Comprehension Strategies: Vocabulary, Speaking, Writing	<i>IMPROVING</i> <i>RDG: Chs. 5,6</i> <i>RICA</i>
Nov. 1 st	*IRI Assessment Summary Due Comprehension Strategies: Fictional Text	<i>IMPROVING</i> <i>RDG: Ch. 7,</i> <i>RICA</i>
8	Comprehension Strategies: Informational Text & Main Idea	<i>IMPROVING</i> <i>RDG: Ch. 8, RICA</i>
15	Planning & Organization of Literacy Instruction Teaching English Language Learners	



Nov. 20-24th Happy Thanksgiving!

29 * Video-recorded Reading Lesson & Self-Assessment Due

Sharing Highlights of Reading Lessons