

EDPS 5320/6321 Reading Methods II Elementary Comprehension Instruction Summer Semester 2014

Instructor: Colli Lucas, PhD
Phone: (801) 891-4323
Email: colli.lucas@utah.edu

Class Held: Tuesdays, 4:35-7:05, MBH 112

Office Hours: After class or by appointment. Email is the easiest way to communicate.

Teacher Preparation Framework: As you move through the teacher licensure program at the U of U, you will develop an increasingly sophisticated understanding of the profession and your potential contributions to it. One theme to be revisited throughout your courses is the role of research in informing teaching practices. Coming to understand how you might fit into the profession will require that you reflect upon your educational experiences and your underlying assumptions about what it means to teach; this becomes a second theme. A third theme is responding: developing a vision or philosophy about effectively teaching students from a wide range of ethnic and language backgrounds and building a teaching repertoire that is likely to build upon and extend what each student brings to the situation. The fourth theme is relationships, which not only includes the interpersonal but also extends to relationships between school and community, the present and the future, and the local with the global.

Course Description:

This is a reading methods course in comprehension instruction. The emphasis of this course is the use of a theoretical framework as the foundation for a comprehensive elementary literacy program. This course stresses the importance of scientifically-based reading research and exemplary reading comprehension instruction. This course also focuses on contextually grounded, developmentally appropriate instruction, which include such issues as lesson planning, unit design, continuous assessment, grouping, integrating instruction, and all elements inclusive in a reading program that meets the needs of all students, including linguistically and culturally diverse students. Students will learn about research-based principles for creating engagement in reading. When students are engaged, their comprehension increases, which ultimately leads to student achievement. Students will also incorporate the writing process into all classroom assignments, as well as vocabulary instruction.

This course builds on information learned in Theories and Practices of Literacy and Early Reading. Teachers will be expected to draw upon knowledge constructed in previous education classes and to apply this knowledge in learning about exemplary ways to teach reading. In addition, teachers will have opportunities to apply what they learn in the classroom!

Course Objectives: By the end of this course, each student is expected to have accomplished the following. Students will be able to:

1. Describe the nature and purpose of instruction in learning from text, including comprehension strategies, and be able to assist students in comprehending and learning from both narrative and expository text within different content areas.
2. Make instructional decisions based on assessment of students' needs and background knowledge.
3. Know and apply the relationship between assessment, curriculum, and instructional methods as demonstrated in lesson planning, teaching, and reflection.
4. Effectively plan and apply the principles of creating reading engagement for all students, 4-8.
5. Develop an instructional unit integrating science or social studies content with reading instruction.

Course Materials: (required):

1. **(required):** Brown, R. & Dewitz, P. *Building Comprehension in Every Classroom*. (2014). NY: The Guilford Press.
2. **(required):** Swan, E. A. (2003). Concept-Oriented Reading Instruction: Engaging classrooms, lifelong learners. NY: The Guilford Press.

3. (required): Morrow, L. M., Wixson, K. K., & Shanahan, T. (Eds). *Teaching with the Common Core Standards for English Language Arts*. NY: The Guilford Press.

4. Additional research chapters, as outlined on the syllabus. These will be provided for you on Canvas.

Course Performance Outcomes:

During this course, each student will demonstrate their progress toward becoming proficient in these standards.

- Make instructional decisions based on assessment of students' needs and background knowledge.
- Know and apply the relationship between assessment, curriculum, and instructional methods as demonstrated in lesson planning, teaching, and reflection.
- Teach key elements/principles of comprehension and vocabulary for appropriate grade level.
- Understand and apply the principles of creating reading engagement for all students, 1-8.

Rubrics and Guidelines for All Class Requirements

1. Participation and professional conduct: For each class meeting, you have assigned book chapters and/or articles to read. You are expected to have **completed the reading(s) before coming to class** and be ready to contribute to whole-class and small-group discussions and activities.

Weekly Text-Questioning Journal =80 points (10 points for every week.)

Throughout the semester you will keep a text-questioning journal. You will **reflect and QUESTION each** reading assigned for that day. PLEASE **DATE EACH JOURNAL**: E.G., **Journal 1, Sept. 2**.

Your Text-Questioning Journal is a place to reflect on and pose your authentic questions about the assigned chapters in *Strategies That Work*, *CORI*, *Bringing Words to Life*, and the *assigned articles* that you read. **Come prepared each class period with a summary of the important points from the readings and at least 5-10 interesting, important questions from the readings that caused you to think, confused you, need clarifying, were the most important, etc., to use in class discussion. The journals must be submitted via Canvas prior to class on the day they are due.**

You will be sharing and discussing your questions in small groups and whole-class discussions. You will be evaluated on (1) the thoughtfulness of your questions, including interesting ideas, speculations, and insights, (2) the clarity of your ideas, and (3) your peers' responses to your questions and discussion. Make sure you DATE each reflection. **The journals submitted via Canvas are worth 5 points. The discussions during class about the journals are also worth 5 points. If you are absent, you may not make up these discussion points. You need to complete 8 of the 9 journals. You may choose which 8 of the 9 you want to complete.**

3. Teach Two Comprehension Peer-Lessons: (2 @ 30 points) You are **required to plan and teach explicitly** two comprehension lessons focusing on **specific** comprehension strategies (and other lesson elements) discussed in class. **One lesson plan will focus on narrative text, the other on expository text.** You will teach your lessons to a small group of your peers. Using the input from your peers and your own experience, you will write a reflection of each lesson. The lesson plans must be submitted via Canvas on the day they are due.

(a) **Comprehension Lesson #1 (Narrative Text). (30 points).** For this lesson, you may choose from the following comprehension strategies: Activating BK, questioning, or inference. You choose the text.

(b) **Comprehension Lesson #2 (Expository Text). (30 points).** For this lesson, you may choose from the following comprehension strategies: Questioning, Text features or structures, or determining importance. You choose the content (social studies OR science) and the text. The rubric for Lesson Plans is attached.

Due dates: Teach Lesson 1 (Narr): Sept. 30; Lesson Plan + reflections due: Oct. 7

Teach Lesson 2 (Expos): Oct. 28; Lesson Plan + reflections due: Nov. 4

4. Midterm Exam (100 points).

The midterm will be completed at home and will be submitted via Canvas by November 11 by 11:59 pm.

NOTE: Graduate students will answer extra questions.

5. Instructional Unit. (60 points total: 50 points for unit plan + 10 points for the presentation. You will be building a 6-week unit for instruction. This unit is to be done individually **OR** with grade-level peers (2-4 students) for **either Science OR Social Studies** (not both!) I will give you a Unit Builder to help you design your unit. Your presentation is how you will share your instructional unit with the class. You may decide how this will look. The rubric for your presentations and the handout will be given. The entire unit is **DUE ON December 11, 2014 via Canvas**. No late projects will be accepted.

Additional Course Expectations:

Cell Phones, iPads, Email and TEXTING:

Cell phones/texting are NOT allowed DURING CLASS. Please refrain from texting during class. If you choose to use a computer for note-taking, please keep it focused on notes and not the internet or personal email. Violation of this policy will result in a 5% grade reduction, without warning. There will be opportunities to use your iPads for notes, internet searches, etc., so these are FINE when we are using them for a specific purpose.

College Writing Requirement:

This course is designated as a College Writing Course, and you will be taught and expected to follow proper English grammar and writing conventions. Each paper that you hand in will be expected to meet the following MINIMUM standards:

All papers (unless specified) are to be typed, double-spaced, 1" margins, 12 pt. font size (no fancy fonts!). Your paper must be free of spelling and grammatical errors. Lessons may be typed in SINGLE SPACE format.

Revision Policy:

The purpose of revising is to LEARN how to think through the components of a well-written lesson plan. You MAY revise it ONCE, if necessary, for additional points. To revise a lesson, please revise the sections that need revision on a separate lesson OR highlight your changes in a different ink color. Attach your ORIGINAL LESSON when submitting revisions. If you do not choose to revise, you will keep your original score. Papers that do not meet the minimum writing requirements will not be read.

Deadlines/Late papers/Assignments:

Lessons are due at the BEGINNING of class on the assigned due date. You may not turn them in late. There are NO MAKE-UP points for weekly reading assignments. When you miss class, you miss out on discussions, feedback, etc. This cannot be made up.

Accommodations and ADA:

If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). Please notify me if you have special needs that I can address in any way, and I will make every effort to accommodate your special needs. Further,

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Honesty:

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in **ALL** your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>
(Please refer to sections IV, V, and VI)

Civility Statement:

This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone. All students are expected to conduct themselves in accordance with the College of Educations Policies and Procedures Governing Academic Performance and Professional Conduct as well as the University of Utah Code of Student Rights and Responsibilities (available at www.admin.utah.edu/ppmanual/8/8-10.html).

Grading. Grades are determined on the following university guidelines. Please refer to the U of U Student Handbook for students' professional and academic responsibilities. Grades are earned, not given.

A = Superior performance, excellent achievement

B = Good performance, substantial achievement

C = Substandard performance and achievement*

****Pay attention to these** General Criteria for Grading Assignments*****Appropriateness***

Does my work meet all criteria given on the syllabus and in class? Did I follow the directions and requirements for the assignment?

Evidence of Knowledge

Is it clear from my work that I know and understand the concepts? Is there written evidence from what I turn in, that the principles required make sense to me and I am able to communicate this knowledge in written form?

Completeness

Have I included all relevant information and ideas? Have I completed ALL the requirements? Are all the pieces in place? Does what I turn in make sense?

Clarity

Is my paper organized so that the ideas and information are clear? Do the wording and phrasing of my sentences match the thoughts I am trying to convey?

Professional Presentation

Do I communicate my ideas in a manner reflective of a professional educator? Is my language professional? and academic?

Grading

A	=	93-100%
A-	=	90-92%
B+	=	87-89%
B	=	83-86%
B-	=	80-82%
C+	=	77-79%
C	=	73-76%
C-	=	70-72%
D+	=	67-69%
D	=	63-66%

D-	=	60-62%
E	=	less than 60%

Note: you must have a B- or better to pass the class. If not, you will need to retake the course.

Course Schedule

Note: I reserve the right to make changes to this schedule as deemed necessary.

Date	Topic(s) for Discussion	Read and respond in journals in advance for class:
Aug. 26	Class Introduction. <ul style="list-style-type: none"> What do we already know about what good readers do and need? Introductions, expectations, policies Increasing comprehension by increasing students' engagement Common Core State Standards 	
Sept. 2	Comprehension: What expert readers do: A closer look at the comprehension process and creating a literate environment within the Common Core Reading/Thinking Purposes: <ol style="list-style-type: none"> What does effective comprehension instruction look like (i.e., what do we teach? How do we teach it)? How do we create engaged readers and learners? 	Read: <ol style="list-style-type: none"> 1) Developing Expertise. Available on Canvas. 2) Swan, Coddington, & Guthrie (2010). Available on Canvas 3) CCSS—Reading Literature and Informational Text Due: Journal 1
Sept. 9	Teaching for Student Understanding: <ul style="list-style-type: none"> A closer look at the comprehension process and creating a literate environment Purpose and Knowledge Goals Reading/Thinking Purposes: <ol style="list-style-type: none"> What does effective comprehension instruction look like (i.e., what do we teach? How do we teach it)? How do we create engaged readers and learners? How can teachers use purpose (learning goals) to create engaged learners? Instructional Units: Choosing a concept and long-term and short-term learning goals.	Read: <ol style="list-style-type: none"> 1) Brown & Dewitz, chapter 1 2) Swan, chapters 1 and 2 Bring: Standards for Science OR Social Studies only Due: Journal 2

Sept. 16	<p>Teaching for Student Understanding:</p> <ul style="list-style-type: none"> • A closer look at the comprehension process and creating a literate environment • Real-world interactions and interesting texts <p>Reading/Thinking Purposes:</p> <ol style="list-style-type: none"> 1. What does effective comprehension instruction look like (i.e., what do we teach? How do we teach it)? 2. How do we create engaged readers and learners, specifically through real-world interactions and interesting texts? <p>Instructional Units: Choose real-world activities and begin to gather interesting texts.</p>	<p>Read:</p> <ol style="list-style-type: none"> 1) Brown & Dewitz, chapter 2-3 2) Swan, Chapters 3-4 <p>Due: Journal 3</p>
Sept. 23	<p>Instruction: Narrative Texts, Comprehending Individual Texts with Strategies</p> <ul style="list-style-type: none"> • Metacognition • Activating and using background knowledge • Questioning • Predicting • Narrative Text Structure (Determining Importance) • Graphic organizers/Visualization • Inference <p>Reading/Thinking Purposes:</p> <ol style="list-style-type: none"> 1) How can I teach students to use strategies to comprehend narrative texts? <p>Instructional Units: Choose appropriate reading and writing strategies.</p>	<p>Read:</p> <ol style="list-style-type: none"> 1) Morrow, Wixson, & Shanahan, chapter 2 2) Brown & Dewitz, chapters 5-6 3) Swan, chapter 6 <p>Due: Journal 4</p>
Sept. 30	<p>PEER-TEACHING NARRATIVE LESSONS</p> <p>See syllabus for guidelines.</p> <p>Instructional Units: Choose appropriate reading and writing strategies.</p>	<p>Bring: Narrative text and materials for teaching to peers</p> <p>No readings</p>
Oct. 7	<p>Teaching with Informational Text</p> <ul style="list-style-type: none"> • Metacognition • Determining Importance when we read • Informational text features and structures <p>Reading/Thinking Purposes:</p> <ol style="list-style-type: none"> 1) How can I teach students to use strategies to comprehend informational text? <p>Instructional Units: Choose appropriate reading and writing strategies.</p>	<p>Read:</p> <ol style="list-style-type: none"> 1) Brown & Dewitz, 8 2) Morrow, Wixson, & Shanahan, chapter 3 <p>*Due: Lesson Plans + reflections</p> <p>Due: Journal 5</p>
Oct. 14	Fall Break—No Class	
Oct. 21	<p>Teaching with Informational Text (cont)</p> <ul style="list-style-type: none"> • Metacognition • Search & Retrieve • Summary and Synthesis 	<p>Read:</p> <ol style="list-style-type: none"> 1) Brown & Dewitz, chapter 7 <p>Due: Journal 6</p>

	<ul style="list-style-type: none"> Close Readings <p>Reading/Thinking Purposes:</p> <ol style="list-style-type: none"> How can I teach students to use strategies to comprehend informational text? <p>Instructional Units: Choose appropriate reading and writing strategies.</p>	
Oct. 28	<p>PEER-TEACHING EXPOSITORY LESSONS See Syllabus for Guidelines</p> <p>Reading/thinking purposes:</p> <ol style="list-style-type: none"> How can I build positive social interactions into my classroom? <p>Instructional units: Add social collaboration.</p>	<p>Bring: Lesson and materials for teaching to peers</p> <p>Read:</p> <ol style="list-style-type: none"> Swan, chapter 7 <p>No journal due.</p>
Nov. 4	<p>Teaching students comprehension with a basal</p> <p>Reading/Thinking Purposes:</p> <ol style="list-style-type: none"> How can I go deep with comprehension while still using a basal? <p>Midterm handed out</p> <p>Instructional Units: At this point, you should have a concept, learning goals, reading and writing strategies, and engagement principles. We will begin to develop activities and products.</p>	<p>Read:</p> <ol style="list-style-type: none"> Brown & Dewitz, chapters 9-10 <p>DUE: Lesson 2 + reflection Due: Journal 7</p>
Nov. 11	Midterm	
Nov. 18	<p>Vocabulary Instruction</p> <ul style="list-style-type: none"> Building Word Meaning How to use context and figure out unknown words Choosing words to teach Teaching vocabulary within context of real reading and writing How to choose books to improve vocab <p>Reading/Thinking Purposes:</p> <ol style="list-style-type: none"> How can I choose words for vocabulary instruction? What are the most effective ways to carry out vocabulary instruction? <p>Instructional units: Continue to develop activities and products. Choose tier 2 and 3 vocabulary words.</p>	<p>Read:</p> <ol style="list-style-type: none"> Beck, Chapter 3 (This article is available on Canvas.) Morrow, Wixson, & Shanahan, chapter 7 <p>Due: Journal 8</p>
Nov. 25	Collaboration on Instructional Units	No Readings
Dec. 2	<p><i>Assessment: How do I know my students understand? How does assessment INFORM my instruction & curriculum?</i></p> <ul style="list-style-type: none"> Formative assessments Connecting reading to writing Evaluation for engagement <p>Reading/thinking purposes:</p> <ol style="list-style-type: none"> How can I assess my students in ways that foster their reading and learning engagement? 	<p>Read:</p> <ol style="list-style-type: none"> Swan, chapters 8—end Brown & Dewitz, chapter 4 <p>ANY Revisions on narrative or expository lessons</p> <p>Due: Journal 9</p>

	Instructional units: Develop assessments.	
Dec. 9	Presentations of units	