

CURR 5401: Teaching Reading in the Elementary School

Instructor: Professor Barbara Swaby

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Course Description:

This course presents an in-depth study of the predominant current philosophies and methodologies of elementary reading instruction. Emphasis will be placed on the critical elements in literacy development cited in the National Reading Panel 2000 report. These elements are: Phonemic Awareness, Phonic Instruction, Vocabulary Development, Fluency, and Comprehension. Current organizational procedures and foundations of reading instruction will be presented. Comprehension centered reading instruction will be the foundation of the entire course.

Course Objectives:

The content of the course is greatly influenced by two sets of guidelines:

1. The guidelines for the professional preparation of reading specialists as defined in the International Reading Association's (IRA) Standards for Reading Professionals.
2. The knowledge base and professional framework of the College of Education at CU Colorado Springs.

The International Reading Association identifies three broad areas of emphasis in the training of reading personnel. These are:

- A. Knowledge and beliefs about reading
- B. Instruction and assessment
- C. Organizing and enhancing a reading program

The College of Education (COE) at CU Colorado Springs identifies seven core goals within its knowledge base. These are

- A. To provide leadership for the transformation of schooling.
- B. To prepare learners for living productively within a democratic society.
- C. To promote the value of each individual
- D. To honor the diverse cultures within our democratic society
- E. To demonstrate professional, responsible and ethical practice
- F. To model life long growth as a learner and a teacher.
- G. To transmit knowledge

All objectives of this course are based on these professional standards. The objectives of this course follow. As a result of the content presented in this course, students will be able to:

1. Understand clearly and discuss fully the definition of reading presented in the course Course Requirements. (IRA – a; COE – g)
2. Explain and create a dynamic and appropriate reading program for a wide variety of elementary school students. (IRA – a, c; COE – b, c, d, f, g)
3. Develop and present appropriate instructional sessions for diverse learners (IRA – b; COE – c, d, f, g)
4. Identify and describe 5 major methodologies of reading instruction (IRA – a, b; COE – g)

5. Discuss comprehension from traditional and psycholinguistic perspectives and apply the psycholinguistic position to the instruction of all content (IRA – a, b; COE - b, c, d, e, g)
6. Discuss instructional strategies for enhancing the vocabularies of elementary school children (IRA – a, b; COE – b, e, f, g)
7. Discuss instructional strategies for building conceptual and content background for all students (IRA – a, b; COE – b, c, e, f, g)
8. Discuss instructional strategies for the development of fluency in elementary readers (IRA - a, b; COE – b, c, e, f, g)
9. Discuss instructional strategies used to promote print structure knowledge (IRA – a, b; COE – b, c, e, f, g)
10. Discuss instructional strategies used to extend children’s critical and creative thinking (IRA – a, b; COE – b, c, e, f, g)
11. Discuss the importance of instructional grouping and explain the basic principles of reading (IRA – a, b; COE – b, c, e, f, g)
12. Discuss the connections that exist between reading and writing (IRA – a, b; COE – b, c, e, f, g)
13. Discuss how literature can be used to help children appreciate diverse cultures (IRA – a, b, c; COE – a, b, c, d, e, f, g)

**Reasonable accommodations will be made for students who have a documented disability, which interferes with completion of this course. It is the student’s responsibility to request any accommodations before assignments are due. Please contact me if you have any questions or need assistance.

Required Text:

Strategies for Reading Assessment and Instruction:

Helping Every Child Succeed

By: D. Ray Reutzel and Robert B. Cooter, Jr.

Merrill/Prentice Hall, 2003

Text Reading Requirements:

*******The reading requirements will begin after Module 6 has been completed.**

Students are required to hand in a one paragraph statement (1/2 page preferred: 1 page maximum) presenting one major insight gained from each chapter or one strategy that had been applied in the classroom.

This statement may be turned in each week, or may be handed in at the end of the class.

Readings for Module 6: Chapter 6: Children’s Concepts about print
Chapter 7: Phonemic Awareness and Alphabetic Principle
Chapter 8: Phonic and Word Attack Skills

- Readings for Module 7:** Chapter 1: No Child Left Behind
Chapter 3: Understanding Reading Instruction
- Readings for Module 8b:** Chapter 10: Story Comprehension
Chapter 11: Reading Comprehension
- Readings for Chapter 9a:** Chapter 9: Teaching and Assessing
Vocabulary Development
- Readings for Module 9b:** Chapter 5: Oral Language Assessment and
Development
- Readings for Module 10:** Chapter 4: Organizing for Effective
Instruction
Chapter 16: Getting Parents Involved: A
Primer
- Readings for Module 11:** Chapter 14: Reading Fluency
- Readings for Module 12:** Chapter 12: Developing Research and
Reference Skills
Chapter 15: Literature Response
- Readings for Module 13:** Chapter 13: Writing and Reading

Professional Participation in the Class:

It is both an expectation and a requirement that students participate in the learning environment and develop communications with other course participants. Attendance will be taken via participation in online discussions and the sharing of relevant webliographies, which are, annotated bibliographies of useful professional websites. It is the desire of the instructor that students develop a high level of interaction with the course content and with each other. **All students are required to post weekly comments relevant to the Module of the week. The comments must include one insight gained as a result of the information presented and one way in which the information was applied in a practical situation. Conversation will be available to all participants and all are invited to respond.**

Course grades will be based on the following criteria:

- * Participation in professional discussions: One entry per week (20 points)
- * Reading Assignment Summaries (20 points)
- * Essay Assignments: (25 points)
- * Final Project: (35 points)

Grading system:

100 – 95 = A

94 – 90 = A-

87 – 89 = B+

83 – 86 = B

80 – 82 = B-

Below 80 points is unacceptable and work must be redone until an acceptable grade is earned.

Exams, Assessments and Evaluations

Essay Assignment: (25 points) DUE BY THE END OF MODULE 8b or WEEK 9

Reflect on the **Components of a Reading Program presented in this class. Professionally evaluate your own reading program in your own classroom.

How does your program reflect **each** of the necessary components?

What **specific modifications** have you made to your program in order to provide all components to your students? What future modifications are you committed to making? (Three pages maximum)

Final Project: (35 points) DUE BY THE END OF MODULE 13 or WEEK 15

** Reflect on the **Components of a Reading Lesson** presented in the class.

Professionally evaluate your reading instruction **at the start of the class**.

Given those components, **at the start of the class**, what were the strengths and needs of **the instruction that you provided** to advanced, developmental and remedial students?

How has your instruction changed since the start of the class?

Please describe **specific vocabulary, analysis and comprehension**

strategies that have now been included to more appropriately meet the needs of your students. (Four to six pages required)

**All assignments must be E mailed to me at bswaby@uccs.edu

SYLLABUS

PART ONE: INTRODUCTION AND DEFINITION

Module 1

What is Reading?: Definition and Components

Using everything you know about language

Syntax or Word Order

Semantics or Word Meaning

Phonology or Sound

in addition to grapho-phonological information

Symbol Sound Relationships

to decode

Phonic and Structural information

and to comprehend

Literal and Beyond Literal

print.

Components of Reading:

Vocabulary (Sight and Meaning)

Concepts / Content

Analysis

Comprehension

Metacognition and Study Skills

Module 2

What is Important in a Reading Program?

Reading **TO** Children

Why read to children?

To build a languaging base

To create an associational pathway between
the ear and the eye
To build a vocabulary base
To build a prior knowledge base

Purposes

For pleasure
For Vocabulary Development
For Concept Content Development
For Humor Development
For Print Structure Development
For Comprehension Development
For Reading Development

Reading **WITH** Children

For direct instruction
Why direct instruction?
Three Levels of Reading
Independent
Frustration
Instructional Level

Reading **BY** Children

Purposes:
Practice
Develop independent reading practices
Free choice / Semi Free choice

Shared Reading

Joining the community of readers

Content Area Reading

Applying reading skills to content area texts

Language Arts Integration

Integrate listening, speaking, reading and writing
Four Stage Reading (Antarctica)

Module 3

What is Important in a Reading Lesson?

Professor John C Manning's Basic Instructional Sequence for the
Teaching of Reading:

1. Review (Phonic, Structural or Comprehension skills)
2. Introduction to new vocabulary and phrases
3. Preparation for Reading (Concept/ Content)
4. Quick Skill Review (Progressing Skills)

5. Oral Reading (Diagnosis, Instruction)
 6. Silent Reading (Comprehension Development)
 7. New Skill Instruction
- Closure

PART TWO: METHODOLOGY

Module 4

Methodology: Phonic

Definition

Content

Prerequisites

Strengths and Weaknesses

Module 5

Methodology: Linguistics

Definition

Philosophy

Content

Prerequisites

Strengths and Weaknesses

Module 6

Methodology: Language Immersion

Definition

Philosophy

Content

Prerequisites

Strengths and Weaknesses

Module 7

Methodology: Basal

Definition

Philosophy

Content

Prerequisites

Strengths and Weaknesses

PART THREE: COMPREHENSION/ PEDAGOGY

Module 8a.

Understanding the Process of Comprehension

The Nature of Comprehension

The Reader

Inductive Learners

Non-Inductive Learners

Average Learners

The Text

Narrative

Expository

The Context

Comprehension as a Process

Formation of Concepts

Interrelationships among the Concepts

Schema Theory

Teacher as a Facilitator

Module 8b.

Comprehension Strategies and Techniques

Comprehension Strategies

Helping Children make Connections

Helping Children Learn From Teacher and Student Generated
Questions

Helping Children Figure out what is Important in Print

Helping Children Read Fluently

Helping Children Use Fix-Up and Repair Strategies

Helping Children Develop Visualization Skills

Module 9a

Pedagogy: Meaning Vocabulary Instruction

Meaning Vocabulary

Create and Environment Rich in Word Analysis

Make Direct Instruction of Vocabulary a Priority

Provide In-Depth Exposure With Words

Emphasize the Semantic Fit

Involve Students Intensively in the Learning of Words

Focus on Morphemic Analysis

Create Opportunities for Students to Use New Vocabulary

Module 9b

Pedagogy: Sight Vocabulary Instruction

Sight Word Principles

Word Lists

Small Word Practice

Module 10

Pedagogy: Reading Lesson Revisited

Pre Reading Activities

Intra Reading Activities

Post Reading Activities

Connecting With the Home Environment

PART FOUR: MODIFICATIONS

Module 11

Diagnosis and Remediation of Reading Difficulties

Overview of Diagnosis

Informal Diagnosis

Working Definition

Causes of Reading Difficulties

Constitutional Factors

Intellectual Factors

Environmental Factors

Emotional Factors

Educational Factors

Remediation Techniques

Components of Success

Oral and Silent Reading Used for Diagnostic Purposes

Module 12

Modification: Reading and the Gifted Reader

- Definitions and Characteristics

- Gifted Children

- Creative Children

Key Factors in a Reading Program for Gifted Readers

- Higher Level Thinking Skills

- Critical Reading

- Vocabulary Development

- Wide Literature Exposure

- Productive Thinking

- Imaginative Thinking

- Visualization

- Exploration of Values

- Language Arts Approach

Curriculum Modification Approaches

- Compression

- Deletion/Substitution

- Addition

- Extension

Models of Teaching Reading to Gifted Readers

- Inquiry Reading

- Renzulli Enrichment Triad

- The AIME Model

Reading Guides

Module 13

The Reading Writing Connection

- Introduction

- The Process of Writing

- Collecting Information

- Connection Information

- Writing Information

- Reading Information

Writing Across the Curriculum

