COE Mission:
We prepare teachers, leaders, and counselors who embrace equity, inquiry and innovation.

COE Student Resource Office
Office Hours
8:00am-5:00pm M-F

Contact
education@uccs.edu

Phone: 719-255-4996
Fax: 719-255-4110

Columbine Hall
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

http://www.uccs.edu/~coe/

Syllabus
The Reflective Educator: Answering the Call, Honoring the Commitment
Ted 4620: Elementary Reading Methods: Summer 2014

Instructor: Dr. Barbara Swaby: Professor
School of Education
255-4091 (University)
532-1506 (Home)

Section 001: COB136: 8:00 to 10:40: 6-02-14 to 6-26-14
Section 002: COB 324: 1:40 to 4:20: 6-02-14 to 6-26-14

Texts:
Swaby, Barbara, Journey Into Literacy
Instructional Packet available in the bookstore
(packet includes professional readings, strategies and support material for the class)

Suggested Text:
Fry, E., et.al. The Reading Teacher’s Book of Lists

Course Description
The class is designed to provide the student with an introduction to the reading process and to reading instruction in the elementary school. It will include a critical overview of current approaches, methods and materials supported by an introduction to some basic understandings about the modification of the reading curriculum.
Students will be required to analyze basal reading series, create a 100 book bibliography and prepare a reading lessons for reading instruction.
Accreditation Standards:

Objectives and Goals

Course Objectives:

The theme of the graduate programs in the College of Education at CU – Colorado Springs is “Educator as Leader and Learner.” The major intent of this course is to provide students with information and experiences that that will assist them in becoming flexible and fluent learners and knowledgeable and dynamic literacy leaders in their professional environments. As a result of taking this course, students will:

1. Understand the principles of diagnosis and the critical importance of on – going informal diagnosis. (IRA Standard 3: 3.1, 3.2, 3.3; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.1) (COE: 2, 6)
2. Know the characteristics of children with significantly low reading skills and how these characteristics influence reading performance. (IRA Standard 3: 3.2; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.1) (COE: 2, 3, 6, 9)
3. Know the multiple causes of reading and writing difficulties. (IRA Standard 3: 3.3; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.1, 5.01.2, 5.01.3, 5.01.4) (COE: 2, 6)
4. Know strategies for remediating: word analytic, print structure, vocabulary, concept / content, thinking, fluency, visualization and metacognitive skills. (IRA Standard 1: 1.4; Standard 2: 2.2, 2.3; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.2, 5.01.3, 5.01.4) (COE: 2, 3, 4, 6)
5. Know appropriate questioning strategies and ways of extending students’ thinking. (IRA Standard 1: 1.4; Standard 2: 2.2; Standard 3: 3.2; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.3, 5.01.4) (COE: 2, 6, 7)
6. Know critical aspects of text and how these aspects affect decoding and comprehension of text. (IRA Standard 1: 1.4; Standard 2: 2.2; Standard 3: 3.2; Standard 5:5.1) (CDE 5.01 Standard 1: 5.01.3) (COE: 2, 6)
7. Apply appropriate remediation strategies to children with specific needs. (IRA Standard 2: 2.2, 2.3; Standard 3: 3.2, 3.3; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.1, 5.01.2, 5.01.3, 5.01.4) (COE: 2, 6, 8, 9)
8. Understand the importance of parental involvement in remediation endeavors. (IRA Standard 3: 3.4; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.1) (COE: 2, 4, 6)
9. Understand the critical roles prior knowledge, contextual awareness and metacognition play in reading development. (IRA Standard 1: 1.4; Standard 2: 2.2; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.4) (COE: 2, 6)
10. Recognize the importance of applying reading strategies across all content areas. (IRA Standard 2: 2.3; Standard 4: 4.2; Standard 5: 5.1) (CDE 5.01 Standard 1: 5.01.3) (COE: 2, 6)

COURSE GOALS:

1. To improve the quality of reading instruction in in-service teachers (IRA Standards: 1, 2, 3, 4, 5) (CDE 5.01 Standard 1: 5.01.1, 5.01.2, 5.01.3,
5.01.4) (COE: 1, 2, 4, 5, 6)

2. To facilitate understanding of diagnostic principles among in-service teachers (IRA Standard: 3, 5) (CDE 5.01 Standard 1: 5.01.1, 5.01.2, 5.01.3, 5.01.4) (COE: 2, 6)

3. To improve the skills of in-service teachers in the area of remediation of reading difficulties (IRA Standard: 3, 5) (CDE 5.01 Standard 1: 5.01.1, 5.01.2, 5.01.3, 5.01.4) (COE: 2, 6)

4. To expose teachers to research based strategies for the diagnosis and remediation of reading difficulties (IRA Standards: 2, 3, 5) (CDE 5.01 Standard 1: 5.01.1, 5.01.2, 5.01.3, 5.01.4) (COE: 2, 6)

5. To inspire teachers to modify current instructional habits and to become lifelong learners (IRA Standard: 5) (COE: 2, 4, 5, 6, 7, 8, 9)

6. To facilitate communication among teachers, administrators, parents and children (IRA Standards: 3, 5) (CDE 5.01 Standard 1: 5.01.1) (COE: 2, 4, 6)

Technology Competencies: It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course due to digital delivery of course content. All students must obtain a UCCS email address and check it regularly (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

Attendance, Preparation, and Participation: Students are expected to maintain high standards of ethical and professional conduct. This includes attending class, being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

If you must miss a class, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Unexcused absences will result in a lower grade.

Professional Behavior: Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

Diversity Statement: The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been
treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

**Accommodations:** The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that “no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

**Military Students:** Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

**Student Appeals:** Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf. This form is to be used for an appeal when a student is:
(1) denied admission to professional education program
(2) denied permission to student teach or complete professional internship
(3) removed from a professional education program or internship
(4) denied permission to graduate due to missing requirements
(5) requesting an exception to specific policies, procedures, or requirements
(6) requesting a grade change
This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

**UCCS Student Code of Conduct:** The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and
residence where people are treated, and treat one another, with respect and courtesy.  
http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html

UCCS Student Rights and Responsibilities:  

UCCS Academic Ethics Code:  
http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf

Assignments (graded activities):

In order to develop the above competencies, you should:

1. Attend and participate in all class sessions.
2. Complete all assigned readings.
3. Complete all assignments: Lesson Plan or Reading and Lesson Plan 35% of Grade  
4. Complete the quizzes and the final in class exam. 50% of Grade  
5. Prepare a 100 book bibliography of children’s books. (100 children’s picture books OR 25 adolescent novels and 50 children’s picture books) 15% of Grade

COURSE ASSIGNMENTS AND ACTIVITIES: DISCUSSION

ASSIGNMENT #1: 15% of Grade

BIBLIOGRAPHY ASSIGNMENT – Due on the last week of class  
(IRA 4.1, 4.2, 4.3, 4.4, 5.1: CDE 5.01.3, 5.01.4: COE 2, 3, 8,9: INTASC: 1, 5, 6)

The first assignment in this class will be the reading of 100 children’s books and the compilation of a bibliography based on your readings.  
If you intend to teach at the intermediate or Middle School levels, you may read 60 early adolescent novels or a combination of 50 children’s books and 25 early adolescent novels.  
The bibliography may be organized in any way you wish. However, it must have the following features:

1. Include a variety of categories: narrative, expository, bibliography, poetry, personal narratives etc.

2. Include books that may be used for a variety of purposes: enjoyment, concept development, information gaining, humor development, sensitivity development, vocabulary development, artistic appreciation, comprehension development, phonic development, phonemic awareness etc.

3. Include books that reflect the diverse nature of our society on all levels (cultural, racial, gender, geographic, special populations etc.).

4. Presentation of each book read must include the following information:
   a. Book title, author, illustrator, publisher, publication date, ISBN number
   b. Book category
   c. Book focus and summary
   d. Purpose/purposes for which the book may be used
   e. Personal reaction to the book
5. Your bibliography must be presented in a professional format.

RUBRIC

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<thead>
<tr>
<th>ASSIGNMENT #1: BIBLIOGRAPHY</th>
<th>PROFICIENT LEVEL</th>
<th>ADVANCED LEVEL</th>
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<tbody>
<tr>
<td></td>
<td>Correct number of books chosen for analysis</td>
<td>Correct number of appropriate books chosen for analysis</td>
</tr>
<tr>
<td></td>
<td>Books represent some levels of diversity</td>
<td>Books represent significant levels of diversity</td>
</tr>
<tr>
<td></td>
<td>Books represent a variety of genres and purposes for reading</td>
<td>Books represent a wide variety of genres and purposes</td>
</tr>
<tr>
<td></td>
<td>Bibliography is presented in a professional manner</td>
<td>Bibliography is presented in a professional manner that demonstrates thorough, creative and careful preparation</td>
</tr>
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</table>

ASSIGNMENTS # 2 and 3: 35% of Grade
READING TEXT ANALYSIS – Due at the end of Week 3
(IRA 1.2, 1.4, 2.2, 5.1: CDE 5.01, 5.01.2, 5.01.3, 5.01.4: COE 1, 6: INTASC: 1, 3, 4, 5, 6, 7)
GUIDELINES FOR THE BASAL TEXT ANALYSIS

General Impressions of Primary or Intermediate Prong of a Basal Series

1. What definition of reading is stated or implied in the materials?
2. What is the primary objective of the series as stated by the publisher?
3. In what ways does the series meet the objectives?

Individual Pupil Text

1. Describe your overall impression of the text.
2. Describe the fiction to nonfiction mix in the text.
3. What is the relationship of story content to student interests?
4. Does the text reflect the pluralistic character of American culture?
5. Describe the physical features: illustrations, design, tables, etc.
6. Discuss the relationship between text and child language.
7. Discuss your favorite reading selections providing reasons for your choice.

Teacher Guides
1. Outline the instructional design.
2. How are specific word analysis and recognition skills taught?
3. Provide examples of the types of questions asked. Comment on the questions.
4. How is vocabulary dealt with? Comment.
5. What suggestions are made for differentiating instruction in order to accommodate the slower or accelerated reader?
6. What methods are used to teach comprehension? Comment
7. Describe the study skills component.
8. How does the program assure skill transfer?
9. Describe the relationship of reading and writing within the series.

Workbook

1. Describe the relationship of the workbook exercises to the story content and the skills taught in conjunction with the reader.
2. Analyze a vocabulary skill page.
3. Analyze a comprehension skill page.
4. Compare the level of difficulty of the workbook to that of the reader.
5. How is the workbook presented: independent work or instructional presentation?

Conclusions

Draw your own conclusions regarding the series. Discuss the strengths and needs. Discuss ways in which you would modify an instructional unit.

GOOD LUCK!

Please remember that I realize that you are not yet teachers. Your assignments will not be perfect, however, they should reflect thorough preparation and professional excellence.

RUBRIC

<table>
<thead>
<tr>
<th>ASSIGNMENT #2: READING TEXT ANALYSIS</th>
<th>PROFICIENT LEVEL</th>
<th>ADVANCED LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition and objectives are discussed</td>
<td>Definition and objectives are discussed clearly, thoroughly and with excellent structure</td>
<td></td>
</tr>
<tr>
<td>Each required aspect of the individual pupil text is discussed adequately</td>
<td>Each required aspect of the individual pupil text is discussed thoroughly, clearly and with excellent structure</td>
<td></td>
</tr>
<tr>
<td>Each required aspect of the teacher text is discussed adequately</td>
<td>Each required aspect of the teacher text is discussed thoroughly, clearly and with excellent structure</td>
<td></td>
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<tr>
<td>The workbook is discussed in all required areas</td>
<td>The workbook is discussed in all required areas thoroughly and with excellent structure</td>
<td></td>
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<tr>
<td>Conclusions are made adequately and modifications are discussed</td>
<td>Conclusions show depth and modifications demonstrate understanding of the reading and language</td>
<td></td>
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ASSIGNMENTS 3: UNIT PREPARATION
(IR A 1, 2, 3, 4, 5: CDE 5.01, 5.01.1, 5.01.2, 5.01.3, 5.01.4: COE 2, 6: INTASC: 1, 3, 4, 5, 6, 7)
LESSON: (All Students) Due at the end of week 4

Identify a specific grade level.
Identify a group of 5 to 7 children who will be receiving instruction.
Identify a list of specific strengths and needs of each child.
Based on the perceived strengths and needs, identify an appropriate selection for instruction.
Prepare an instructional unit using the following guidelines.

1. Overview the entire unit.
   Identify all skills included in order to know what you need to emphasize, teach, extend or eliminate.
   Assume developmental learners with average to low distance in all areas.
2. Prepare your pre-instruction. (Rationales required)
   You have several requirements:
   a. Vocabulary
      Choose 7 to 9 items that are important to the selection, not clearly defined by context, and/or have generalizable segments
      Teach using the 3x3x1
   b. Concepts
      Advance organizer
      Overviews
      Structural Prediction
   c. Content
      Listing
      Visual-Auditory Fill
   d. Skills
      Identify Progressing Skills that children need reviewed to be successful in the reading.
   e. Comprehension
      Review comprehension skills that are important to the selection.
3. Teach the selection. (Rationales required)
   Decide on Oral and Silent Reading sections.
   Identify major progressing skills.
   Compose 15 to 20 questions based on the selection. The questions must illustrate all four question types. At least 4 questions should be inferential questions. Model thinking for two of the inferential questions.
   Identify specific children chosen to read each segment.
   Discuss how you will deal with decoding errors.
   Discuss how you will deal with comprehension failures.
4. Discuss any practice opportunities you will provide.
5. Discuss your closure activities.
### Automaticity Section: 10 points

<table>
<thead>
<tr>
<th><strong>Proficient Level</strong> (B)</th>
<th><strong>Advanced Level</strong> (A)</th>
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<tbody>
<tr>
<td>Appropriate words chosen and correct techniques planned</td>
<td>Appropriate words chosen, correct techniques planned and appropriate rationales provided</td>
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### Pre-Instructional Phase (40 points)

<table>
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<tr>
<th><strong>Proficient Level</strong></th>
<th><strong>Advanced Level</strong></th>
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<tbody>
<tr>
<td>Appropriate vocabulary chosen</td>
<td>Appropriate vocabulary chosen and appropriate rationales stated.</td>
</tr>
<tr>
<td>Review skills appropriate for passage difficulty</td>
<td>Review skills appropriate for passage difficulty and chosen based on diagnostic reasoning</td>
</tr>
<tr>
<td>Appropriate concept/content strategy chosen</td>
<td>Appropriate concept/content strategy chosen and described thoroughly</td>
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### Instructional Phase (40 points)

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<tr>
<td>Oral and silent reading segments identified</td>
<td>Oral and silent reading segments identified and rationales provided</td>
</tr>
<tr>
<td>Appropriate instructional strategies identified</td>
<td>Appropriate instructional strategies identified and explained thoroughly</td>
</tr>
<tr>
<td>Some specific instructional strategies identified</td>
<td>Several strategy categories included and explained fully</td>
</tr>
<tr>
<td>Questions and proof statements included</td>
<td>High quality questions and proof statements included</td>
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<tr>
<td>Instructional intervention</td>
<td>Instructional intervention</td>
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</table>
Entire Project (20 points)

Writing demonstrates
good structure and word
choice

Writing demonstrates
excellent structure and
appropriate word choice

Quizzes and Final Examination

Rubric
Quizzes and Final Examination
TED 462/562

<table>
<thead>
<tr>
<th>Proficient Responses</th>
<th>Advanced Responses</th>
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<tbody>
<tr>
<td>Responses are arranged in a satisfactory manner</td>
<td>Responses are arranged in a clear and excellent manner</td>
</tr>
<tr>
<td>Limited (4 – 6) errors in basic language conventions do not interfere with meaning</td>
<td>Few (1-2) errors in basic language conventions do not interfere with meaning</td>
</tr>
<tr>
<td>Responses satisfactorily relevant to topic</td>
<td>Responses are focused and entirely relevant to the topic</td>
</tr>
<tr>
<td>Satisfactory use of details, examples, anecdotes and personal experience to explain and clarify information</td>
<td>Excellent use of details, examples, anecdotes and personal experience to explain and clarify information</td>
</tr>
<tr>
<td>Responses indicate satisfactory understanding of the course content</td>
<td>Responses indicate excellent understanding of the course content</td>
</tr>
<tr>
<td>Contributions are all well worded and grammatically appropriate</td>
<td>Contributions are presented in excellent grammatical form</td>
</tr>
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Syllabus

Weeks One and Two: TEP Lecture Block (Standards 1, 3, 5, 6: All Developing)

1. Overview and Definition of Reading (Standard 1: Developing)
“Reading is using everything you know about language (syntax, semantics, phonology) in addition to grapho-phonological clues (letter/sound mapping clues) to decode (use phonic and structural knowledge) and comprehend (apply literal, inferential, evaluative understandings) print.”

Components of Reading (Standard 1: Developing)
- Languaging (1.2) : Immersion, Modeling, Performance: Use of language clues of syntax, semantics, phonology and grapho-phonology
- Vocabulary (Sight and Meaning) (1.2, 1.4)
- Analysis (Phonic and Structural) (1.2, 1.4)
- Comprehension (Literal and Beyond Literal) (1.2, 1.3)
- Metacognitive & Study Skills (Self monitoring, Self Correction, Scanning, Skimming, Close Reading, Studying) (1.2, 1.3)

Reading Essential Elements: NRP 2000
- Phonemic Awareness
- Phonic Knowledge
- Vocabulary
- Comprehension
- Fluency

Understanding the Alphabetic Principle:
Words stand for real things in our world. Words are made up of letters and letters represent sounds.

Critical importance of letter naming and sounding to reading performance

2. Components of a Reading Program (General Discussion)
Reading TO Children (Emergent and Developing Reading Requirements)
Reading WITH Children (Instructional Reading)
Reading BY Children (Independent/Practice Reading)
Shared Reading (Joining the Community of Readers)
Integration of the Language Arts (Integrating Listening, Speaking, Reading and Writing)
Content Area Reading (Applying Reading Strategies in all Content Areas)
  Standards 1, 3, 5, 6 Developing
  Standards 5.1, 5.2, 5.3, 5.5, 5.7, 5.8, 6.1, 6.2, 6.3, 6.5, 6.6 (All Developing)

3. Reading To: Children for Different Purposes (Specific Discussion)
Emergent Reading: Developing Reading: The Imperative for Reading TO Children
The importance of Dialogic Reading
Importance in Emergent reading: Developing concepts of print

Purposes of reading TO children (Purposes and Methods)
• Enjoyment
• Concepts
• Print Orientation
• Information
• Sensitive to Feelings
• Develop Sense of Humor
• Vocabulary Development
• Artistic Appreciation
• Reading Development
Standards 1, 3, 5, 6 Developing
Standards 5.1, 5.2, 5.3, 5.5, 5.7, 5.8, 6.1, 6.2, 6.3, 6.5, 6.6 (All Developing)

4. Reading WITH Children: Components of a Reading Lesson
Introduction to the Basic Instructional Sequence for the teaching of reading.
(Standards 5 and 6: Developing)
Standards 5.1, 5.2, 5.3, 5.5, 5.7, 5.8, 6.1, 6.2, 6.3, 6.5, 6.6 All Developing)
a. Auditory Training
teaching phonemic awareness
b. Automaticity Training
teaching words and skills to automatic levels
c. Vocabulary and phrase instruction (word mapping)
explicit teaching of sight and meaning vocabulary
d. Concept / Content Preparation
e. Skill review
f. Oral and Silent reading with appropriate decoding assistance and comprehension instruction
g. Skill instruction
relationship between skill automaticity and reading fluency
fluency PLUS prosody factors
h. Re-reading for fluency and practice
repeated readings for fluency development

5. Levels of Reading: Independent, Frustration, Instructional
Levels of Readers: Advanced, Developmental, Remedial

6. The Phonic Line (Standard 1: Developing): Teaching Phonic Information
• Pre-phonics (Letters, sounds, phonemic awareness skills)
• Consonants (single, doubled, blends, digraphs, silent)
• Vowels (short, doubled, silent E, combinations, R controlled, open)
• Compounds
• Phonograms (simple, complex)
• Prefixes and roots
• Suffixes and roots

7. Identification of the ‘Big Five’ phonic clues (Standard 1: Developing)
• Consonant blends and digraphs
• Silent “e”
• Vowel combinations
• Phonograms
• Affixes
8. Syllable Types
• Open
• Closed
• D syllable (Diphthong/Digraph)
• R controlled
• Consonant LE
• Prefix
• Suffix

9. Comprehension Instruction
• What is Comprehension?
• Factors affecting Comprehension (language knowledge ie. syntax, semantics, phonology; prior knowledge, conceptual/content information, sight vocabulary, meaning vocabulary, decoding level, thinking, visualization, print structure knowledge)
• Cognitive distance factors (the text demands, the reader knowledge, the discrepancy between the two, the instructional interventions)
• Comprehension Strategies (visualization strategies, self monitoring and self correction, questioning strategies, cognitive training, story grammar, expository text structure, retelling, summarizing)
• Fluency and Comprehension (levels of fluency, fluency and prosody, fluency strategies such as phrase instruction, echoic reading, rereading, repeated readings, timed readings, taped readings, word and phonic skill automaticity training)

10. Assignment: Start reading to create a bibliography of 100 children’s books. (Standard 1: Developing)

Weeks Three and Four (Standards 1, 4, 5, 6: Developing and Basic)

1. Create two complete lesson plans. (Standards 5.1, 6.1, 6.2, 6.3, 6.5, 6.6 – All Developing: Standard 5.5: Basic)
2. Attend all classes.
3. Choose appropriate instructional materials. (Standards 4.3, 4.4: Both Developing)
4. Learn and practice NLP spelling strategy. (Standard 1.2: Developing)

TEP Lecture Block

1. Quick Review of definition of reading (Standard 1: Developing)
2. Quick Review of components of reading (Standard 1: Developing)
3. Quick Review of principles of language learning (Standard 1: Developing)
   • TO (Immersion)
   • WITH (Modeling)
   • BY (Performance)
4. Quick Review of the Language Arts (Standard 1: Developing)
   • Listening
   • Speaking
   • Reading
5. Quick Review of Components of a Reading Program (Standard 1: Developing)
   - Reading TO children (daily)
   - Reading WITH children (daily)
   - Reading BY children (daily)
   - Shared reading (weekly)
   - Integration of the Language Arts (at least once each week)
   - Content Area reading (daily)

6. Quick Review of Reading TO Children (Standard 1: Developing)
   Purposes for All Readers
   - Enjoyment
   - Information
   - Vocabulary Development
   - Comprehension Development
   - Sensitivity to human feelings
   - Reading developments

7. NEW INFORMATION: Principles of effective instruction in reading. Effective Schools Research (Standards 1.1, 1.2, 1.3, 1.4, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3, 6.4: All Developing)
   - Direct instruction in reading
   - Explicit instruction in decoding
   - Orderly work environment
   - Decodable print
   - Explicit comprehension strategy instruction
   - Direct vocabulary instruction

   Oral Language Development and the relationship to reading development
   - How language develops
   - The different frames of language (Halliday’s work)
   - Home rooted, informal, dialect, formal and professional language. Teaching children to use multiple frames
   - Language difficulties and their relationships to reading acquisition

8. Reading WITH children
   In-depth Discussion of the Basic Instructional Sequence (John Manning)
   (Standards 1.1 through 1.4; 3.1 through 3.6; 4.3, 5.1 through 5.5, 6.1, 6.2, 6.3, 6.5: All Developing)
   a. Auditory Training
      Phonemic awareness: the critical importance in reading performance
      Training phonemic discrimination, segmentation, blending, substitution, matching, memory, visual-auditory integration, onset and rime
      Using phonemic awareness facts to identify reading problems and to make instructional decisions
   b. Automaticity Training
      Words and Skills
      Teaching sight words and decoding skills to automatic levels
   c. Vocabulary and phrase instruction
      Sight and Meaning Vocabulary
Explicitly teaching visual, auditory, kinesthetic, phonic/structural, meaning and recognition aspects of words
Teaching multiple meanings, morphological analysis, idiomatic expressions

d. Concept / Content Preparation
   Providing conceptual and content prior knowledge information for children to ensure basic comprehension

e. Skill review
   Identifying ONE major review skill for a one minute review prior to Instruction (Skill must be a progressing skill that is used often in the up-coming text)

f. Oral and Silent reading with appropriate decoding assistance and comprehension instruction
   Supporting phonic knowledge during oral and silent reading
   Teaching comprehension strategies during oral and silent reading

g. Skill instruction
   Skill categories: known, new and progressing
   Using continuous diagnosis to identify children’s skills in each category
   Reinforcing progressing skills during oral and silent reading
   Explicit instruction of new skills
   Presenting the skill in meaningful language
   Isolating the skill and providing several practices in the skill
   Placing the skill back into meaningful language for application in real reading tasks

h. Re-reading for fluency and practice

9. The Developmental Basal: Format and Philosophy
   What is a developmental basal?
   What is the developmental approach?
   What is an instructional design?
   The importance of instructional modification

10. Grouping children for instruction (advanced, developmental, remedial, special populations eg. ESL)
    Why should we group?
    Meeting special needs
    Grouping principles
    Keeping groups flexible and maintaining a diagnostic attitude
    (Standards 6.1, 6.2, 6.3: All Developing)

11. Sharing information about children’s reading
    Collaborating with teams/ peers
    Communicating with parents
    (Standards 1, 3, 4, 5, 6: All Developing)