EDRD 510: ACHIEVING EFFECTIVE INSTRUCTION IN DEVELOPMENTAL READING

SUMMER, 2015

CREDITS - 3

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- School of Teacher Education: www.unco.edu/teach

A. COURSE DESCRIPTION
Teaching/learning strategies, reading materials, selection, lesson planning, and organizing for instruction of reading across the total curriculum constitute the focus of the course.

B. PREREQUISITES
None

C. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE
The major goal of this course is to provide graduate students with an overview of developmental reading: what it is, the content of reading that comprises it, and how it is orchestrated within a regular classroom setting.

D. PROFESSIONAL STANDARDS MET

E. COURSE GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Colorado Performance-based Teaching Standards</th>
<th>Evidence of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop an understanding of reading as a process.</td>
<td>1.0 (all)</td>
<td>• Responses to course readings (TBA)</td>
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<tr>
<td></td>
<td></td>
<td>• Beliefs Paper</td>
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<tr>
<td>2. Develop an understanding of emergent/beginning reader characteristics and how to enhance their development</td>
<td>1.2.1 1.2.2 1.4.1 1.4.3</td>
<td>• Responses to course readings (TBA)</td>
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<tr>
<td></td>
<td></td>
<td>• Professional Reading #1</td>
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<tr>
<td>3. Acquire the content knowledge of reading and teaching strategies for each area:</td>
<td>1.2 (all), 1.3 (all), 1.4 (all) 1.5</td>
<td>• Responses to Course Readings (TBA)</td>
</tr>
</tbody>
</table>
F. **COURSE CONTENT**
Instruction will take on a variety of forms. Lectures, simulations, whole and small group class discussions, cooperative learning activities, and demonstrations are among the teaching strategies used to engage students. The following topics will be covered:

- Definition of reading
- Developmental reading
- Lesson design
- Emergent and beginning readers
- Developing phonological/phonemic awareness
- Developing phonics
- Developing vocabulary
- Developing listening and reading comprehension
- Developing oral language and reading fluency
- Reading and writing connections
- Documenting student progress
- Approaches to teaching reading

| 4. Develop reading lessons emphasizing the different components of reading. | 1.2 (all), 1.3 (all), 1.4 (all), 1.5, 3.1 | • Lesson Analyses # 1-3  
• Lesson Design  
• Responses to course readings (TBA) |
|---|---|---|
| 5. Become familiar with numerous approaches for teaching reading including the basal reader, individualized reading, language experience approach, components of balanced reading instruction | 1.0, 1.2 (all) | • Responses to course readings (TBA)  
• Lesson Design |
| 6. Develop an understanding that teaching reading is integrated throughout the school curriculum and that reading is a means to acquire knowledge and understanding of the world. | 1.3.3  
4.4, 7.3 | • Responses to course readings (TBA) |
| 7. Develop an understanding of formal and informal ways of documenting student progress | 3.3 | • Responses to course readings (TBA)  
• Website #1 |
| 8. Acquire knowledge about how to organize and manage classroom reading instruction. | 5.3 | • Responses to course readings (TBA)  
• Professional reading #2 |
G. COURSE REQUIREMENTS

When thinking about course requirements, please be aware that there are five responsibilities that The University of Northern Colorado has established for students. Students have the responsibility to:

1. Inquire about course requirements if they do not understand them or are in doubt about them.
2. Maintain the standards of academic performance established for individual courses and for programs of study.
3. Initiate an investigation if they believe their academic rights have been violated.
4. Learn the content of any course of study.
5. Act in accordance with commonly accepted standards of academic conduct.

1. Course Materials: Purchase the required text and read assigned reading BEFORE each class session. Bring your text to every class session.

2. Class Attendance and Participation: Attend EVERY class session on time and ready to participate. You will complete numerous activities related to the course readings, each designed to further your understanding of course content. Time is limited so please be punctual and be ready to engage with others. You are expected to attend every class session. Each absence will result in the deduction of points.

3. CR - Responses to Course Readings. Respond to every assigned reading in a double-entry journal format. Each two-page journal entry needs to include both an efferent and an aesthetic response and be legible and understandable. As these responses will be used as springboards for class discussions, please bring them to every class session. See instructions, sample and template at end of syllabus.

4. Professional Reading. Read and discuss a professional journal article selected from peer reviewed journals such as The Reading Teacher, Journal of Adult and Adolescent Literacy, Reading Research and Instruction, Elementary School Journal, Langue Arts, Teaching Exceptional Children, and Educational Researcher. As you think about which article to choose and discuss, please follow these procedures:
   a.) Your article choices will be offered according to the reading topics covered in class. Select an article based upon the topic of interest (more information will be given later).
   b.) Be prepared to use the efferent and aesthetic response format to fuel literature discussions of the article.
   c.) You will be discussing the article in small groups.

5. Website artifacts. There are numerous websites that contain reading related information. You need to select one that focuses on reading assessment or one that focuses on parents and provide an artifact. Artifacts can include a summary of something you read, a printout with your highlights and comments, an object you construct to show your understanding of the site, and the like. For each website, please use the following word-processed format:
   •Your name:
   •Website title:
   •What you did and discovered:

6. LA - Lesson Analyses. One of the best ways to better understand the reading content and how to teach it is to take a look at explicit reading lessons which is exactly what you will do for the following topics:
   LA#1: Phonological Awareness
   LA#2: Phonics
   LA#3: Vocabulary
You will be using the following websites: www.fcrr.org and www.readwritethink.org

7. **Lesson Design.** After analyzing several lessons, the next logical step is to have you apply your understanding by creating your own reading lesson plan. After explaining and demonstrating the plan, you will receive a copy of the format you are expected to use.

8. **Beliefs Paper.** Complete a two-page, word-processed beliefs paper about reading at the start of the class and revisit it at the end of the class. Your paper needs to address these three points:
   - How do you define reading?
   - What has led you to define reading in this manner?
   - How do you use reading in your everyday life?

9. **Final exam:** Prepare for and complete the final exam. It will be comprehensive and will address the entire text and other course readings.

**H. GRADING CRITERIA**

The following criteria will be used to determine your course grade. In determining your final grade, I will also consider your professionalism and your participation in assignments and discussions. Please submit all assignments on time. **Late assignments will not be accepted.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Preparedness, participation, and attendance:</td>
<td>20</td>
</tr>
<tr>
<td>Responses to Course Readings</td>
<td>10</td>
</tr>
<tr>
<td>Professional Reading</td>
<td>10</td>
</tr>
<tr>
<td>Website Artifacts</td>
<td>5</td>
</tr>
<tr>
<td>Lesson Analyses</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Design</td>
<td>25</td>
</tr>
<tr>
<td>Beliefs Paper</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.50 and above</td>
</tr>
<tr>
<td>A–</td>
<td>90.00–93.49</td>
</tr>
<tr>
<td>B+</td>
<td>86.50–89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.50–86.49</td>
</tr>
<tr>
<td>B–</td>
<td>80.00–83.49</td>
</tr>
<tr>
<td>C+</td>
<td>76.50–79.99</td>
</tr>
</tbody>
</table>
I. REQUIRED READINGS

J. SUGGESTED READINGS

K. ACCOMMODATIONS
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. INCLUSIVITY
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.
# EDRD 510: Tentative Schedule: Summer, 2015

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Read Before Class</th>
<th>Assign. Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 First Weekend</td>
<td>Orientation/ What is Reading?</td>
<td>Ch. 1</td>
<td>CRResponse #1</td>
</tr>
<tr>
<td>2 First Weekend</td>
<td>Teaching Developmental Reading Lesson Design</td>
<td>Ch. 2</td>
<td>CRResponse #2, Beliefs Paper - Saturday</td>
</tr>
<tr>
<td>3 First Weekend</td>
<td>Emergent and Beginning Readers Developing Phonological Awareness</td>
<td>Ch. 3</td>
<td>LA #1 in class, CRResponse #3</td>
</tr>
<tr>
<td>4 First Weekend</td>
<td>Developing Phonics</td>
<td>Ch. 4</td>
<td>CRResponse #4, LA#2 - Sunday</td>
</tr>
<tr>
<td>5 First Weekend</td>
<td>Developing Fluency</td>
<td>Ch. 5</td>
<td>CRResponse #5</td>
</tr>
<tr>
<td>6 First Weekend</td>
<td>Developing Vocabulary</td>
<td>Ch. 6</td>
<td>CRResponse #6, LA #3 – Emailed to me on Wednesday, June 3</td>
</tr>
<tr>
<td>7 Second Weekend</td>
<td>Developing Comprehension</td>
<td>Ch. 7</td>
<td>Professional Reading #1, CRResponse #7</td>
</tr>
<tr>
<td>8 Second Weekend</td>
<td>Writing</td>
<td>Ch. 8</td>
<td>CRResponse #8</td>
</tr>
<tr>
<td>9 Second Weekend</td>
<td>Assessment Interventions</td>
<td>Ch. 9, Ch. 10 (Skip this)</td>
<td>CRResponse #9, CRResponse #10 (Skip), Website Artifact</td>
</tr>
<tr>
<td>10 Second Weekend</td>
<td>Organizing a Classroom Reading Program Daily Five and Café Book</td>
<td>Ch. 11, Ch. 12</td>
<td>CRResponse #11, CRResponse #12, Lesson Plan Design – All second week assignments listed above are due Friday, June 12</td>
</tr>
</tbody>
</table>

**FINAL EXAM**

**Note:** This syllabus and course outline table is subject to change. Any changes will be announced in class.

If you believe that you need accommodations in this class, please contact the Disability Support Services (970) 351-2289 (<www.unco.edu/dss/>) by the end of this week to ensure that
The academic Louise Rosenblatt differentiates two separate modes in the experience of reading: the **efferent** and the **aesthetic**. The **efferent** mode attempts to identify and collect points of information from the text. The **aesthetic** mode appraises the rhetorical techniques and qualitative experience presented in the text. The crux of Louise Rosenblatt’s argument is that the act of reading demands a participatory response from the reader.

In **efferent** reading, the reader must identify data in the text and create a referential structure in order to internalize that information as knowledge. In **aesthetic** reading, the reader contemplates the totality of the text as a communication with form and significance and attempts to understand the experience recounted in the text.

The difference between texts that strongly emphasize one of these modes over the other may be illustrated with the example of a history review, in which the presentation of dates and events dictates an **efferent** reading, and a novel. In which the description and development of characters require an **aesthetic** reading. Naturally, many texts, such as a historical novel, will oblige a balance of both modes of reading.

Translating this into English:

When you read, you may read for information or pleasure or some combination. If you are going to remember the information, however, you will have some sort of reaction: wow or what or this reminds me of.... It is important as a reading teacher that you can show students how to think about their reading.

For this assignment, read a chapter and take notes as you read. In the column on the left (efferent) write any terms or statements from the text that strike you as something to remember or something that you do not understand or something that triggers a thought. In the column on the right (aesthetic) write your reactions, thoughts or questions about the term/statement.
Tips for Effective Double-Entry Journals

Understanding the Purposes:
- To be active (not passive) in your reading -> mind on = memory on
- To interact with information in a variety of ways
- To relate information to prior knowledge, which helps in understanding and retaining new information
- To generate ideas for class discussion/participation
- To assist in applying text learning to other assignment completion
- To ensure that reading assignments are NOT a waste of your time!

Basic Format Description:
The format consists of two columns. The left column is used to record quotations from the text. These self-selected quotations may be short paragraphs, full sentences, phrases, or even diagrams/figures and may be chosen for a variety of reasons. You may choose to record a quotation because it stimulates a question, recollection, or even a contrasting opinion. Be sure to choose quotations that are of interest to YOU, not simply something you think I may want to hear.

The right column is used to record your reactions or thoughts about the quotation you selected. Your reactions may include your own opinions, disagreements, interpretations, events in your life the quote reminds you of, questions regarding the meaning of the quote, among many others. Below is a list of possible entries for the right column of your journal.

- a paraphrase of a complex segment of text
- a possible explanation of a confusing material
- a main idea from the text and why it is important
- a strong positive or negative reaction and an explanation of that reaction
- a reason for agreeing or disagreeing with the author
- a comparison and/or contrast of a passage with another resource/text or with prior knowledge
- a prediction/inference based on evidence from the text
- a question generated as a result of reading, viewing, or hearing the text
- a description of a personal experience that relates to the text

Directions:
1. Preview the text chapter assigned by skimming subtitles, pictures, diagrams, and captions.
2. As you read, select quotations that interest you, and write them word-for-word in the left column, being sure to record the page number as well. Before reading on, record your reaction in the right column.
3. Draw a line beneath each entry, separating the entries for easier reading later on.
4. Set a goal of creating approximately four entries for the chapter. These can be handwritten or typed – your choice.
5. Be ready to discuss your entries in class.

"Grading":
Your journals will be awarded points based on depth of thought evident in quotation selection and reactions. I expect reactions to be thoughtful, to reveal your beliefs and understandings, as well as be varied in content. For example, simply recording questions for every quotation, or paraphrasing every quotation would not show depth of thought or evidence of active reading.
<table>
<thead>
<tr>
<th>Efferent Quotations from Text, including page numbers:</th>
<th>Aesthetic Reactions to Quotations Selected:</th>
</tr>
</thead>
<tbody>
<tr>
<td>pg. 51 “Thus, learning language is much more than an academic achievement. Human language is, first and foremost, a social instrument.”</td>
<td>Raising a daughter, and watching friends and family members raising young children, I have gained a better understanding of this concept. Many of the language difficulties children have are not a result of any deficit in the child, but are more a result of the child and the parent not understanding the very social aspect of both learning and using language.</td>
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<tr>
<td>pg. 52 “Learning language is a challenge because not only are children expected to learn about language, but they are also expected to learn through language.”</td>
<td>This statement seems a little confusing. But, if I substitute “using” instead of “through”, it seems to make more sense. I have worked with many preschoolers, attempting to teach them a song or poem and witness them stumbling to find the right words to ask a question or tell me something they’re excited about in the poem. It’s sometimes difficult to figure out how to help them and how much to help them.</td>
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<tr>
<td>pg. 56 Figure 3.1 Diagram of the Communication Process</td>
<td>This diagram makes the paragraph on page 55 make much more sense. Also, this helps me to understand the various aspects that comprise just one question and answer between two people. Language is much more complicated than I had ever realized!</td>
</tr>
<tr>
<td>p. 59 “Syntax refers to the set of rules or the grammar of a language.”</td>
<td>It seems like there are so many grammar rules. How can kids possibly learn them all and how do they learn these before they ever get to school? I know that modeling from parents and siblings is one way, but what if the parents don’t use very good grammar? Then how do kids learn the correct syntax of language?</td>
</tr>
<tr>
<td>p. 50 “Beginning at about age 3, young children learn an estimated 6 to 10 new words per day.”</td>
<td>That is incredible! This must be why my three-year-old talks ALL the time! This fact also makes me wonder what happens as we age beyond the preschool years. In other words, I wonder how many words children of other ages learn per day? adults? What factors influence this?</td>
</tr>
<tr>
<td>p. 51 “Approximately 15 percent of the total U.S. population is dyslexic, meaning that they experience severe difficulties in learning to read. The fact that a child is dyslexic, however, does not necessarily mean that he or she cannot use oral language capably. Dyslexia is a problem with mentally processing print, not with verbal communication or intelligence.”</td>
<td>I am so glad this author included these statements. So often I hear people make an off-handed comment that they are dyslexic because they reversed a couple of letters or numbers. This is NOT dyslexia. It is so much more than that! Although this statement is short, the fact that it says “severe difficulties in learning to read” and “is a problem with mentally processing print, not with verbal communication or intelligence”, really does help to clarify for all readers what dyslexia is and is NOT.</td>
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<tr>
<td>Efferent</td>
<td>Aesthetic</td>
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<tr>
<td>Quotations from Text, including page numbers:</td>
<td>Reactions to Quotations Selected:</td>
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</tbody>
</table>