The Teaching of Reading
Syllabus
(Meets Requirements for Maryland’s Instruction in Reading)

Course Description
This course is designed to give classroom teachers confidence with research-based instructional techniques and strategies in the area of reading. Course topics include assessment and instruction in word-level skills (including phonics, phonemic awareness and word recognition), vocabulary, fluency, and comprehension. Last, course participants consider frameworks for meeting the instructional needs of all children, including grouping and differentiating for instruction through the implementation of a comprehensive reading program.

Competencies
Upon completion of this course, participants will be able to
- Summarize instructional routines and strategies in the five major components of reading instruction;
- Promote the development of word recognition capabilities with systematic, explicit approaches;
- Increase student knowledge of word meanings through teaching of vocabulary to promote comprehension;
- Promote fluency by using research-supported techniques to promote accurate, rapid, prosodic reading;
- Use a variety of explicit, research-supported comprehension strategies to support students’ understanding of text;
- Plan instruction that promotes the development of students’ word-level, vocabulary, fluency, and comprehension skills using systematic, explicit approaches;
- Articulate to a variety of audiences the essence of a research-based comprehensive reading program that meets the instructional needs of all children.

Materials
All other materials are accessed via the CaseNEX website using the PIN provided and the user name/password you create.

All readings listed can be found by going to Class Materials ➔ Virtual Library ➔ Readings (Search).

If you do not have the most recent versions of the following software, please download each from the given sites.
- Windows Media Player
- RealPlayer
- Adobe Reader
- QuickTime

Cases Used
- Ready or Not
- Room to Grow
- Shifting Gears

Course Requirements and Grades
Close reading of all assigned materials is expected prior to beginning other course requirements listed for each session. Please make every effort to complete assignments by the due date. If you are turning in an assignment late, you must email your instructor to inform him/her that a late assignment has been posted. Points will be deducted from late work at the instructor's discretion.

Introductory Session (2 points) – Students completing the outlined requirements of the introductory session can earn 2 bonus points. The Journal and Discussion in this session do not count toward your required Journal or Discussion participation.

Discussion (60 points) - Informed participation in online Discussions led by the course instructor is required. Discussion topics will be posted each session by your instructor. Participation should not be limited to simply answering the instructor's question. Instead, discussions should follow an ongoing process of reviewing and responding to classmates' and instructor's comments in a dialogue fashion. Discussion postings should include application of the session's readings to the issues raised in the discussion prompt. You should log into and participate in the discussion at least three separate times each session. Your first posting must be your response to the discussion question, followed by at least two responses to your classmates' comments. You are required to participate in 10 Discussion
sessions and may earn up to 6 points per session, for a total of **60** possible points.

**Journal (70 points)** – Completion of reflections based upon personal and professional experiences, session readings, and Journal prompts is required. These reflections are to be completed in your online Journal and should use components of the five-step case analysis method as indicated in the prompt. To access your Journal, click on the “Journal” button on the top menu bar. This entry can only be viewed by you and your instructor. Your instructor will provide feedback for each Journal posting. You are required to complete 10 Journals and may earn up to **7** points per journal for a total of **70** possible points. All Journals have a suggested length of 250 words. See the Case Analysis Rubric in Appendix B for details on how your Journal will be evaluated.

**Workbook (75 points)** – The Workbook is intended as a place to apply course concepts to your unique school situation. The syllabus describes multiple workbook assignments; students are required to complete **three** Workbook Assignments. Each Workbook will be worth **25** points, for a total of **75** possible points. See the Workbook Assignment Rubric in Appendix B for details. Workbooks are accessed from the Talking to Each Other menu. Post your Workbook Assignment there following the directions given. (Note: If your Workbook includes images, charts, tables, or other complex formatting, please work in a word processing program and then attach your work to this area. This will ensure that all formatting stays intact). When citing sources, be sure to reference them appropriately using APA 5th edition style. (See APA Style.org, Electronic References http://www.apastyle.org/elecref.html).

**Total points: 205**

Graduate students must earn a B or higher in order to receive graduate credit. The point distribution for graduate students is noted below:

A 184-205  
B 164-183  
C 143-163

**Assignment Weights:**

Discussion: 30%
Journal: 34%
Workbook: 36%

Course Schedule

Find session dates by selecting Syllabus on the top menu bar. For typical courses, final Discussions, Journals, and Workbooks are due by Saturday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.
Introductory Session  
Exploring the CaseNEX Site, Historical Look at Reading Instruction

Essential Knowledge/Skills: I1.1

Complete these tasks prior to the beginning of Session 1.

Readings
- Reading in the Twentieth Century
- Nineteenth Century Schoolbooks
- Chapter 1: Becoming an Effective Teacher of Reading
- 21st Century Literacies

Read the course requirements, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. They will be used by your instructor throughout the course to evaluate assignments where appropriate.

Discussion

Post one entry introducing yourself to your classmates. You may choose to describe your professional background and experience, relevant personal information, or why you are taking this course. (100 words or fewer)

Journal

Browse through and describe examples from the schoolbooks from the 19th century. Then, summarize what you learned from this session’s reading about reading in the twentieth and twenty-first centuries. Is it true that “everything old is new again” in reading instruction? Support your answer using specific examples from the readings and historical textbooks.

Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then ‘Click here to create a new message.’ Use the marked link to look up an address. Continue linking down until you see the class list. Select the instructor’s name and then compose your message and hit ‘Post Message.’
Session 1
Literacy Development

Essential Knowledge/Skills: I1.2, I1.12, I5.2

Case
None this session

Readings
- Differentiated Instruction for English Language Learners
- Scaffolding Early Learning
- Ten Reading Readiness Skills for Kindergarten Kids
- Chapter 2: Examining Children’s Literacy Development
- Chapter 3: Assessing Young Children’s Literacy Development
- Developing Concept of Word: The Work of Emergent Readers

Discussion

How does emergent literacy differ from reading readiness? Brainstorm ways teachers can scaffold children’s literacy learning. Then, describe tools teachers can use to monitor children’s learning in the classroom. As you post, identify the issues that must be considered to deliver effective instruction to all students.

Journal

Summarize your knowledge of the five components of reading and how they function both separately and together to advance students’ literacy skills. Then, address how effective classrooms use differentiation strategies to include diverse populations and students with disabilities. Last, describe one inclusion-oriented practice that you read about in this session’s readings that would enhance your instruction and explain why.

Note

Check your CaseMail (linked from top menu bar) and News Flash (on the right when you login) for notes from your instructor every time you log on to the site.

Workbook

None this session
Session 2
Phonological and Phonemic Awareness

Essential Knowledge/Skills: I1.3, I1.5, I1.6

Case
Ready or Not

Readings
- Chapter 4: Cracking the Alphabetic Code, pages 90-104
- Put Reading First: The Research Building Blocks for Teaching Children to Read, Phonemic Awareness and Phonics portions
- Phonemic Substitution Video
- Letters and Sound Video
- An Overview of Reading First

Discussion

Using knowledge from this week’s reading and your own research, develop a metaphor or an analogy to describe the relationship among these terms: phonological awareness, phonemic awareness, and phonics. Consider the **perspective** of an emergent reader developing phonemic awareness (PA). Why is developing PA difficult for some students? Why is developing PA so easy for other students? What types of things can families do at home to foster PA?

Journal

Examine the scope and sequence presented in the materials used by your school or school district to teach phonemic awareness and phonics. Do the techniques described by the materials align with recommendations from “Put Reading First”? Describe the alignment of that program with the information presented in this session’s readings. Look specifically at the following three areas:

- Teaching letter sounds identification
- Teaching specific oral manipulation skills such as matching, blending, segmenting, and phoneme manipulation
- Teaching phoneme-grapheme association

Identify areas in which you feel the curriculum is lacking, and what specific instructional techniques can be used to increase students’ phonological and phonemic awareness skills.
Summarize your findings in your journal post by creating a chart/grid to the end of communicating your perspective with other stakeholders.

**Workbook**

None this session
Session 3
Phonological and Phonemic Awareness: Part II

Essential Knowledge/Skills: I1.3, I1.5, I1.6

Case
Ready or Not

Readings
- How Now Brown Cow: Phoneme Awareness Activities for Collaborative Classrooms
- Phonemic Activities for the Preschool or Elementary Classroom
- Phonemic Awareness
- Phonological Awareness Continuum

Discussion
This session’s readings describe a process for using literature as one way to develop phonological and phonemic awareness. Share specific titles of books that could be used with emergent and beginning readers to develop their PA skills. Respond to your colleagues’ posts by elaborating on their ideas or providing a new way to use a familiar book.

Journal
Create a list of six (6) instructional strategies that help children develop phonemic awareness. Include any activities Linda (the teacher from Ready or Not) described that were a part of her small-group intervention, and those described in this session’s readings. Organize the activities into groups by phoneme manipulation, blending, and segmenting. Then, describe your level of knowledge of these strategies.

Workbook
None this session
Session 4
Phonics, Spelling and Word Study

Essential Knowledge/Skills: I1.4, I1.7, I1.8, I1.9, I1.10, I1.11, I5.4

Case
Shifting Gears

Readings
- Chapter 4: Cracking the Alphabetic Code, pages 104-113
- Put Reading First: Phonics Portion
- Systematic Phonics Instruction: Findings of the National Reading Panel (pages 11-14 only)
- Textbook Compendium pages 356-358 on Making Words
- Phonics and Decoding

Discussion

Review the ancillaries provided in Shifting Gears and Ready or Not. The cases provide an opportunity to view lesson plans, student texts, writing samples, spelling samples, and examples of sight words and word walls. First, based on those ancillaries, identify three (3) examples of research supported teaching practices that you see in the cases. Second, share two (2) additional instructional techniques the teachers in the cases could use to further their students’ word-level skill.

Journal

Examine the recommended scope and sequence for phonics/word study instruction presented in your school or district’s curriculum. Evaluate the curriculum’s recommendations for teaching this content. Based on the scope and sequence, create a report card for your school or district on the teaching of phonics/word study. How does the curriculum align with the recommendations from the National Reading Panel report and this session’s readings? In the comments section of the report card, explain the actions a teacher would need to take to teach this content in a way that aligns with recommended practices?

Workbook

None this session
Session 5
Phonics, Spelling and Word Study: Part II

Essential Knowledge/Skills: I1.4, I1.7, I1.8, I1.9, I1.10, I1.11, I5.4

Case
Shifting Gears

Readings
- Chapter 5: Learning to Spell
- Chapter 6: Developing Fluent Readers and Writers, pages 140-157
- Reconceptualizing Spelling Development and Instruction
- Why Phonological Awareness Is Important for Reading and Spelling
- Word Study: A New Approach to Teaching Spelling

Discussion

Chelsea (the teacher from the case) uses her pocket chart to teach sight words and a word wall. Review both visuals in the case, and watch the video in which Chelsea describes how she uses pocket charts with her students. As a group, brainstorm ways Chelsea could use these two instructional tools to further students’ spelling and phonics skills. What recommendations would you make to Chelsea that will incorporate decodable and controlled texts to reinforce students’ word recognition skills?

Journal

Refer to the information from pages 129-136 of your textbook about various word study routines, including word building, word sorting and speed drills. Identify one instructional strategy that is new to you and describe how you could incorporate it into your teaching repertoire. As you consider the strategy, describe the role this spelling strategy could play as a part of your comprehensive reading program.

Workbook

Assessment to Instruction: Spelling

In the Reconceptualizing Spelling Development and Instruction reading, the authors state:
In order to provide appropriate instruction, however, teachers need first to assess their students’ levels of spelling knowledge. It is too often the case that students are presented with new information about words before they have consolidated what they know about known words. Once teachers determine where students fall along a developmental continuum, the appropriate known words in reading may be examined to support conceptual development for spelling patterns; this pattern knowledge then can be extended to unknown words. AND significant amounts of reading and writing are critical if students are to advance in spelling ability.

For this assignment, you need to determine two students’ levels of spelling knowledge. Assess your students using your classroom or school’s materials. Then, look at student writing samples to learn more information about their spelling skill.

First, determine what your students seem to know about spelling (e.g., beginning and ending sounds, short vowel sounds, long vowel patterns, etc). Second, determine what your students seem to be grappling with (i.e., spelling patterns they use inconsistently or over generalize). Third, determine what your students seem to not know (e.g., no sign of long vowel patterns, consonant doubling, etc). Direct your instruction at the skills your student is grappling with, and plan one lesson for each student that focuses on one specific spelling skill. In your lesson plans, include each of the following:

- Title of Lesson
- Grade Level/Brief Description of Student
- Instructional Goal(s)
- Specific Objectives, including state standards where appropriate
- Materials and Resources, including texts and sorts
- Step-By-Step Procedures
- Closure
- Plan For Independent Practice
- Assessment Based On Objectives
- Statement of essential skills: Complete this portion after you have taught the lessons.
  - Does the student’s spelling skill characterize the student’s stage of reading development? Why or why not?
  - What would you do to teach the skill explicitly?
  - What word study routine did you include in your lesson?
- What decodable/controlled text did you include for contextualized practice?
- If you were to teach this lesson, describe how you could differentiate it for a student having difficulty. For example, how could you alter the pace of your instruction? How could you change the nature of the practice opportunities? How could you present the concepts differently?
Session 6
Fluency

**Essential Knowledge/Skills: I3.1, I3.2, I3.3, I3.4, I3.5**

**Case**
Shifting Gears

**Readings**
- Chapter 6: Developing Fluent Readers and Writers, pages 158-167
- Findings and Determinations of the National Reading Panel (Fluency Pages only)
- Fluency: The Bridge From Decoding to Reading Comprehension
- 2005 Hasbrouck & Tindal Oral Reading Fluency Data

**Discussion**

Brainstorm explicit intervention techniques you would use across these fluency targeted categories: those designed to increase students’ reading rate, those designed to improve students’ accuracy, and those designed to improve the qualitative aspect of students’ reading (prosody). Which explicit instructional strategies for supporting fluency development could you add to your core, comprehensive reading program?

**Journal**

Prepare for a Parent Conference with Chiyo’s mom. Consider her perspective. What knowledge must you share with her to enlist her support? Consider a brief, empowering explanation of a.) How fluency develops for readers, b.) Factors that may impact fluency, c.) How fluency is related to both word recognition and comprehension, and d.). Two (2) specific ways mom can support fluency at home.

**Workbook**

None this session
Session 7
Vocabulary: Part 1

*Essential Knowledge/Skills: I2.1, I2.2, I2.3, I2.4, I2.5, I2.6, I2.7, I2.8*

Case
None this session

Readings
- Chapter 7: Expanding Children’s Knowledge of Words
- Findings and Determinations of the National Reading Panel (Vocabulary Pages only)
- The Value of Direct and Systematic Vocabulary Instruction
- Building Incidental Vocabularies

Discussion

Based on your professional knowledge and experience, describe a children’s book that you have found useful in creating a “lively verbal environment.” If you don’t have a book to recommend, explore a book new to you listed within the textbook chapter. Identify the title and author, grade level you used it in, and how it was useful to you in introducing or expanding students’ vocabulary. Describe accommodations or special considerations that may need to be made for second language learners.

Journal

A critical component of effective vocabulary instruction involves the teacher making good choices about which words to use for vocabulary instruction. Your textbook makes some recommendations about choosing words to study and provides some instructional guidance about ways to explore words. Using the children’s book you wrote about in this session’s discussion (or one a classmate recommended); analyze the text for different tiers of vocabulary teaching. Select eight (8) words for vocabulary instruction and provide a rationale for choices of words. Try to include at least three of the following tiers of vocabulary instruction: sight words, high frequency words, words critical to text comprehension, technical/content specific words.

Workbook

None this session
Session 8  
*Vocabulary: Part II*

**Essential Knowledge/Skills: I2.1, I2.2, I2.3, I2.4, I2.5, I2.6, I2.7, I2.8**

**Case**  
Room to Grow

**Readings**
- Chapter Seven, page 187, “Word Maps”  
- Word Maps  
- Vocabulary Instruction  
- Using cognates to develop comprehension in English

**Discussion**

Review the rubric Christine uses to evaluate the cartoon books (see Scene 4). What changes to the rubric might you recommend to Christine that may provide her with more meaningful information about the words her students are learning? Provide suggestions to Christine that may help her achieve her instructional goals, especially those related to vocabulary learning, while also considering the perspective of her principal and the level of accountability she is seeking.

**Journal**

Summarize your knowledge about incidental word learning and explicit teaching of words. Then describe how effective teachers expand children’s knowledge of words. Provide three (3) specific examples of activities for exploring words, including activities that nurture English language learners.

**Workbook**

**Vocabulary Lesson Plans**

Develop a series of 2 lesson plans to teach at least five (5) vocabulary terms that are relevant to your content area or grade level. Describe ways in which your teaching of vocabulary will promote comprehension and will also foster students’ independent strategies for extending vocabularies through reading.
Your final product should include all materials, including worksheets, activities, assessment, etc. Describe how your second lesson will build on knowledge gained in the first lesson. Detail your lessons and be sure to provide the following:

- Description of classroom, students, grade level, content, languages spoken, and any other relevant information;
- Specific vocabulary words, and a rationale for each;
- Goals and objectives, including state standards if appropriate;
- Grouping of students
- Materials
- Instructional strategy, including rationale
- Differentiation for students who read above and below grade level
- Assessment (informal or formal)
- Rationale for your choices
Session 9
Comprehension

Essential Knowledge/Skills: I4.1, I4.2, I4.3, I4.4

Case
Room to Grow

Readings
- Chapter 8: Facilitating Children’s Comprehension, Reader Factors
- Chapter 9: Facilitating Children’s Comprehension, Text Factors
- Findings and Determinations of the National Reading Panel (Comprehension Pages only)

Discussion

Christine researched some online readings to compliment her worm unit. She plans to have her students explore the Discovery Kids site about earthworms. She’s considering these two readings:

All About Earthworms:
http://yucky.discovery.com/noflash/worm/pg000102.html
Dirt with Eddie the Earthworm:
http://yucky.discovery.com/noflash/worm/pg000216.html

Review the eight comprehension strategies described in Chapter 8 of your text, and help Christine incorporate those strategies to help her students navigate the online information from Discovery Kids. As you read your colleagues’ posts, brainstorm modifications that Christine could make to meet the needs of young students, advanced students, English Language Learners or students with reading comprehension difficulties.

Journal

Research suggests that summarization strategies are among the most powerful instructional tools for teachers to use to enhance students’ comprehension. What issues must teachers consider when choosing a summarization strategy? Consider the multiple influences that can cause miscomprehension – in the reader, the text, the context, or the reading task itself. What types of texts lend themselves best to a summarization strategy? From the student’s perspective, what are
the most difficult parts of summarizing what they’ve read, and what **actions** could you take with your students to provide support in these areas?

**Workbook**

None this session
Session 10  
Comprehensive Reading Programs  

**Essential Knowledge/Skills:** I5.1, I5.2, I5.3, I5.4, I5.5, I5.6, I5.7  

**Case**  
None this session  

**Readings**  
- The 6 Ts of Effective Literacy Instruction  
- Just Think of the Possibilities: Formats for Reading Instruction in the Elementary Classroom  
- Supplemental Reading Programs Work Better When Aligned with Core Curricula  

**Discussion**  
Consider the 6 T’s of effective elementary literacy instruction presented in this session’s reading, and the author’s acknowledgement that in exemplary teaching, “the six Ts actually operate interactively.”  

Share with your colleagues the **issues** particular to your teaching position that pose problems or opportunities in your efforts to operate interactively. For example, Allington (the reading’s author) describes curricular constraints, teaching models, and school calendars as **issues** that many educators face. As you read your colleagues’ posts, help brainstorm some **actions** that might improve the opportunities for focusing on the 6 Ts, including ways to promote home/school connections that support student growth in reading.  

**Journal**  
One potential problem with the three-tiered curriculum addressed in “Supplemental Reading Programs Work Better when Aligned with Core Curricula” is coordination among the programs. Research and describe what your school system and state are doing to ensure coordination among the programs for students with a wide range of proficiency. If you feel there are gaps among the three tiers, describe specific **actions** that could be taken to align the tiers.
Workbook

Parent Newsletter

It’s your month to design your grade level’s parent newsletter. This month’s theme is “Your Child’s Comprehensive Reading Program.” Design a newsletter that demonstrates your understanding of a research-based framework for meeting the instructional needs of all children, and the practices for grouping for differentiated instruction in reading. Communicate your information in a way that is meaningful, informative, and understandable to parents. Be sure to include a description of multiple ways parents can support and foster reading at home.

NOTE: Microsoft Word has several good newsletter templates. To access them, choose File -> New -> Templates -> Search online for: Newsletter. Choose your favorite from among the 22 results, or create one of your own!