EDU 620 Reading Development and Instruction
Spring 2018
Monday, 4:00-6:45
Guy E. Rowe Elementary School in Norway

Rhonda Twitchell
Guy E. Rowe Elementary School
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School Phone: (207) 743-5183
Cell Phone: (207) 890-5916 (best way to reach me)

Contacting the Instructor: Please use email or texting as your primary methods to contact me. I check email many times each weekday, but rarely on weekends and holidays. I generally reply to messages within 24 hours or the next workday (48 hours on the weekend). For information about your maine.edu email account, please visit the following link: https://usm.maine.edu/computing/student-email

Course Description
Becoming a reader is a developmental process. Although literacy acquisition is continuous throughout a person’s life, distinct stages of growth may be discerned as students become accomplished readers. This course provides a theoretical framework for sound literacy instruction based on this perspective. Current issues in the teaching of reading and writing will be examined with an emphasis on K-12 classroom applications. Effective instructional methods and authentic assessment tools will be modeled and practiced. Readings represent contemporary research and practice, and assignments are intended for purposeful application. Through class sessions, classroom practice, and professional reading, students will be expected to synthesize information and generate implications for literacy instruction.

Expected Outcomes
Upon completion of this course, students will be able to:
✓ describe the developmental nature of literacy acquisition;
✓ demonstrate familiarity with student characteristics and instructional goals for the stages of reading development;
✓ design instructional strategies and programs based upon students’ stages of literacy as determined through authentic assessment;
✓ conduct and interpret informal, ongoing literacy assessment;
✓ recognize the conditions of language learning and their applications in the classroom setting;
✓ describe techniques and instructional strategies for implementing literature-based instructional programs;
✓ recognize some of the major contributors in the field of literacy education and discuss their research in practical and theoretical ways.
USM School of Education and Human Development Mission: We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Commitments
- **Democracy**—to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
- **Civility and Caring**—to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
- **Equity and Diversity**—to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
- **Social Justice**—to speak for and empower people who are disenfranchised and work towards a more just society.
- **Ethical Practice**—to engage in and insist on the highest level of professional practice.
- **Scholarship**—to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
- **Professional Learning and Continuous Improvement**—to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

Required Texts


3. One Professional Text: Each student will self-select one professional text that focuses explicitly on reading development and instruction. Students must have their selection approved by the instructor mid-way through the semester. Good publishers of professional texts in literacy include Guilford, Heinemann, International Literacy Association, Scholastic, and Stenhouse. Many excellent texts are available through the USM library and inter-library loan.

Other assigned readings may be found on Blackboard and/or at websites listed in the Course Outline.

Course Requirements and Grading
For successful completion of this course, students must effectively meet the following course requirements and not miss three or more class sessions online or on-campus (170 points possible):

- ➢ Readings and activities as assigned in the course outline below
- ➢ Online Discussion Board participation: 60 points (5 discussions, 1 Book Review forum)
University of Southern Maine
Literacy, Language, and Culture Program

➢ Synthesis Paper on self-selected topic (5-7 pages): 40 points
➢ Assessment Paper, Parts I and II (5-7 pages): 40 points (20 points for each part)
➢ Double Entry Journal (30 points) on self-selected professional text

Final course grades will be submitted to Mainestreet after the online student course evaluation window has closed (typically ~2 weeks after our last class session) using the following scale:
A = 159-170; A- = 153-158; B+ = 149-152; B = 142-148; B- = 136-141

Preparedness and participation in class can positively influence final grades.

The course evaluation may be completed at the following link:
https://usm.campuslabs.com/CourseEval

Late assignments will lose one point for each day late; however, students granted an extension on an assignment will not lose points. If you need an extension on an assignment for any reason, please email me ahead of time to negotiate a new due date/time. You may revise individual assignments that have been graded for an improved grade; please address my comments and resubmit within one week of receiving the initial grade. The initial and revised grades are averaged for a final grade on the assignment.

Attendance
Attendance is extremely important as a great deal of material is covered in each class and the success of a graduate course depends upon collegiality and participation. Please contact me before class by phone or email if you will be absent. Students are responsible for obtaining handouts and notes from classmates if they are absent. No student may pass the course with three or more absences from the online or on-campus class meetings.

Academic Support
If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Help is also available through the Counseling Center, 105 Payson Smith and 110 Upton Hall (780-4050), and the Office of Academic Support for Students with Disabilities, 242 Luther Bonney (780-4706).

Technology Support
Please contact the USM Help Desk, helpdesk@usm.maine.edu, 780-4029.

Library Support
Please contact the USM Libraries by visiting their website:
http://library.usm.maine.edu/index.php Click on the right-hand button Chat with a Librarian to send an email, IM/Chat, or call a campus library. You will need a USM student id/library card in order to access library resources from off campus:
http://usm.maine.edu/library/distance-learning-services
# Course Outline of Topics and Assignments (subject to change)

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Before Class</td>
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<td>● Introduce yourself to classmates in the Blackboard Discussion Forum titled “Introductions” : Who you are; where you work and what grade(s) you teach; what brings you to this class; and what you hope to get out of this class</td>
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<td>● Read article: <a href="http://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF">www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF</a></td>
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<tr>
<td>1</td>
<td>T 1/29</td>
<td>Introduction to the Course</td>
<td>For next class: ● P&amp;A Ch. 1 &amp; 2 ● G&amp;M Ch. 1 &amp; 2 ● Check Blackboard for related assignments</td>
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<td>Introduction to Theories of Literacy Development and Balanced Literacy</td>
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<td>The Local Context: Reading in Maine</td>
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<td>2</td>
<td>T 2/5</td>
<td>Research on Reading Development and Instruction: Skilled Reading; Evidence-Based Best Practices for Comprehensive Literacy Instruction; and Current Issues</td>
<td>In class: ● Cindy- presentation on research/ Marvel for synthesis paper</td>
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<td></td>
<td>For next class: ● P&amp;A Ch. 4 ● Check Blackboard for related assignments</td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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| 3  | T 2/12 | Oral Language Development; Phonemic Awareness; and Emergent Literacy | For next class:  
* G&M Ch. 14  
* Check Blackboard for related assignments |
| 4  | T 2/19 (online) (OH School Vacation) | Assessing Literacy Development | For next class:  
* P&A Ch. 8  
* G&M Ch. 4  
* Check Blackboard for related assignments  
* Bring a draft of your paper to share with a colleague for feedback |
| 5  | T 2/26 | Early Reading Instruction | In class: feedback on paper with colleagues  
For next class:  
* P&A Ch. 5  
* G&M Ch. 8  
* Check Blackboard for related assignments |
| 6  | T 3/5  | Phonics and Word Recognition | In class: Synthesis Paper due today; submit via email  
For next class:  
* P&A Ch. 6  
* G&M Ch. 12  
* Check Blackboard for related assignments |
| 7  | T 3/12 (online) | Fluency | For next class:  
* P&A Ch. 7  
* G&M Ch. 9  
* Check Blackboard for related assignments |
| 8  | T 3/19 | Vocabulary | In class: Assessment Paper, Part I due today; submit via email  
For next class:  
* P&A Ch. 9;  
* Choose either G&M Ch. 10 (narrative text) or G&M Ch. 11 (informational text)  
* Check Blackboard for related assignments |
| 9  | T 3/26 (online) | Reading Comprehension | For next class:  
* G&M Ch. 7  
* Check Blackboard for related assignments |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date (Day)</th>
<th>Topic</th>
<th>Coverage</th>
<th>Notes</th>
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| 10   | T 4/2      | Adolescent Literacy | For next class:  
  - P&A Ch. 10  
  - G&M Ch. 3  
  - Check Blackboard for related assignments | |
| 11   | T 4/9 (online) | Motivation to Read | In class: Assessment Paper, Part I (revised) and Part II due today; submit via email by Monday, 4/9 at 11:59 p.m.  
For next class:  
  - P&A Ch. 3 (struggling readers);  
  - G&M Ch. 5 (struggling readers);  
  - G&M Ch. 6 (ELLs);  
  - G&M Ch. 16 (RTI)  
  - Check Blackboard for related assignments | |
| 4/16 | No Class- OH April vacation | | |
| 12   | T 4/23     | Reading Instruction to Support ALL Learners: Students who Struggle; English Language Learners; and Response to Intervention | In class: Guest speaker  
For next class:  
  - National Endowment for the Arts. (2007). *To read or not to read: A question of national consequence*  
  - Check Blackboard for related assignments | |
| 13   | T 4/30     | Adult Literacy | In class: Guest speaker  
  - Double Entry Journal on self-selected professional text due today; submit via email | For next class: Work on book review |
| 14   | T 5/7 (online) | Professional Book Reviews | Book Reviews posted to Discussion Board forum (open all semester) by today at 11:59 p.m.; comments to at least three classmates through Thursday, 5/10 at 11:59 p.m. | |
Directions for Discussion Board (DB)
The Discussion Board presents an opportunity for us to develop a community of learners and share our thinking with each other. The introduction to each online session (found at the Content button on Blackboard) will provide an overview of the topic and explain how you will interact with your classmates and professor during the unit, including the discussion prompts.

Discussion Board posts should be about 250 words. This works out to be about 10-12 sentences. You will make an initial post in response to the discussion prompt for the week by creating a thread, and you are responsible for facilitating the discussion in your own thread (thanking classmates for commenting; answering questions posed to you). You will also participate in discussion in at least 3 other classmates’ threads using engaged dialogue and supportive dialogue as explained in the rubric for evaluating your discussion participation below. You should create a thread and make your initial post on Fridays before midnight (11:59 p.m.), and discussion with classmates (in your own thread and at least 3 others’ threads) must be completed on Sundays by 10:00 p.m. The rubric for evaluating your discussion participation is included below.

Tips for Effective Discussion Board Participation
Review the Rubric: Pay close attention to how you will be evaluated on your participation by reviewing the rubric before each online discussion.

Check Spelling and Grammar: Use capitalization, punctuation, and properly constructed and grammatically correct sentences in the same way that you would in any other written, graduate-level document. It’s usually best to construct your post in a word processing program, then copy and paste it into Blackboard.

Practice Netiquette: Be courteous and remember that tone is sometimes difficult to assess in online communication. Consider whether you would make the statement to the person’s face or if your original intent might be misinterpreted.

Be Involved and Keep Track: No matter which threads you join and which posts you respond to, it is your responsibility to read through all the threads and posts to get a sense of the direction the class or your small group has taken with the discussion. This is just like listening attentively to all comments made in a face-to-face class discussion and contributing appropriately when you have something to say. You should also keep track of the threads that you choose to participate in. You may make notes of classmates’ names when you participate in their threads as a reminder the next time you log in that week, or you may use the “Search” function at the top of the DB forum’s screen to search your own name and see where you have been participating. This allows you to stay involved with classmates appropriately.

Have Fun! The beauty of online, asynchronous class sessions is that you can put the kids to bed on a weeknight or be sitting in your pajamas drinking coffee on a weekend morning (been there, done that) and “talk” with your classmates. It should be enjoyable and extend your learning, so have fun!
<table>
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<tr>
<th></th>
<th>Exceeds Standard 3 points</th>
<th>Meets Standard 2 points</th>
<th>Approaching Standard 1 point</th>
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<tr>
<td><strong>Substantive Initial Post</strong></td>
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<td>Initial post is substantive, where student integrates the reading for the week with his/her professional experiences and includes specific examples and/or substantiating evidence to support response. Initial post stimulates a deep discussion about the material. Initial post reflects high standards of graduate student work and thoughtful effort about the material.</td>
<td>Initial post integrates the reading for the week with professional experiences and includes specific examples and/or substantiating evidence to support response. Initial post stimulates a discussion about the material. Initial post reflects graduate student work.</td>
<td>Initial post lacks integration of the reading for the week with professional experiences and does not include specific examples and/or substantiating evidence to support response. Initial post does not reflect graduate student work.</td>
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<td><strong>Engaged and Supportive Dialogue</strong></td>
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<td>Student very effectively balances engaged and supportive dialogue in 3 or more other classmates’ threads and goes above and beyond in promoting authentic discussion with classmates. <strong>Engaged dialogue</strong> includes giving additional information, probing a topic further, sharing a new example, or asking a further question. These responses are typically longer, continue the conversation, and invite others to think deeply about the topic. <strong>Supportive dialogue</strong> demonstrates that he/she is reading and engaging with others’ posts and can include things like “Good point” and “Have you thought about...” These responses are typically shorter.</td>
<td>Student balances engaged and supportive dialogue in 3 or more other classmates’ threads and effectively engages in authentic discussion with classmates.</td>
<td>Student comments in only 1-2 other classmates’ threads and/or does not illustrate a balance of engaged and supportive dialogue; comments may lack depth and thoughtfulness.</td>
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<td><strong>Facilitation of Own Thread</strong></td>
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<td>Student effectively manages discussion in own thread, acknowledging classmates’ comments and questions in ways that continue the conversation and show respect for classmates’ contributions.</td>
<td>Student effectively manages discussion in own thread, acknowledging classmates’ comments and questions in ways that continue the conversation and show respect for classmates’ contributions.</td>
<td>Student minimally facilitates discussion in own thread.</td>
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<td><strong>Professionalism and Timeliness</strong></td>
<td>Entries are concise (~250 words) and well written. Initial post is made by Tuesday. Participation is spread throughout the week allowing for authentic discussion.</td>
<td>Entries are unnecessarily wordy and/or contain errors. Initial post is made after Tuesday and/or presence is barely noticeable—may post and respond on only one day</td>
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Directions for Synthesis Paper

1. Choose a topic of personal interest that relates to reading development and instruction. It should be narrow enough for the brief scope of this paper. Conduct a search of professional journals about the topic. Consult the University library staff for assistance in using search engines such as ERIC to locate articles.

2. Select 3 articles from professional journals about your topic that have been published in the last 10 years. Print and online resources are acceptable as long as they are peer reviewed. You may find it helpful to limit your search to key words or particular journals (i.e. The Reading Teacher, Journal of Adolescent and Adult Literacy, Language Arts, etc.)

3. Read the articles. Think about how they address your topic, relate to each other, or offer differing views. Then, construct a 5-page paper with the following headings and format:
   a) Introduction. Why did you select the topic? Why is it significant in the field of reading development and instruction?

   b) Summaries. Write a 1-paragraph summary of each article in which you name the article and explain its key points.

   c) Reaction. Construct your response to the articles in the form of arguments where you compare and contrast the three articles and explain points of convergence and divergence. Synthesize their messages with your own knowledge and experience in literacy education. Use direct quotations from each article with page numbers cited to support your arguments. This is the heart of the paper and where you should spend the most time.

   d) Application. How might what you’ve learned from these three articles impact your teaching? Explain how you would apply what you’ve learned.

4. Format appropriately: Please use Times New Roman 12 point font, double space, and edit for grammar and mechanics. Use APA format (6th edition) to cite the references for the articles within the body of your paper and on a References page at the end. For more on APA format, see our course texts, where it is modeled for you, or visit http://www.apastyle.org/learn/index.aspx for a great, short tutorial (“Basics of APA Style,” esp. slides 13-26). Here are examples of an in-text citation and a citation for the References list at the end of the paper:

   Neuman and Dwyer (2011) assert, “The earlier children can acquire a large and rich structured vocabulary, the greater their reading comprehension is likely to be in the later grades” (p. 104).

   Neuman, S. B., & Dwyer, J. (2011). Developing vocabulary and conceptual knowledge for low income preschoolers: A design experiment. Journal of Literacy Research, 43(2), 103-
Your Synthesis Paper will be evaluated holistically on how well you met the criteria outlined above for the assignment (#3 a-d).

**Directions for Assessment Paper**

1. Conduct a reading assessment with a student, such as the Qualitative Reading Inventory, 5th edition, the Developmental Reading Assessment, or any other reading assessment with which you are familiar or would like to learn more about.

2. Analyze the results. Consider what the student has already learned and what he/she needs to learn next.

3. Determine the student’s stage of reading development and state the student’s reading level based on the assessment you used (grade level equivalent, Lexile, etc.).

4. Create an instructional program that will suit the needs of your student. Refer to your prior experience and knowledge, as well as our current coursework, readings, and research to frame your design. (If possible, apply your instructional plan and keep track of your student’s progress. Make adjustments as you see fit.)

5. Create a paper with the following format:

   **Part I**
   a) Briefly introduce your student (~1 page).

   b) Summarize the results of the reading assessment (student’s stage of reading development, reading level, and any other information your assessment provides) AND describe in-depth and reflect upon your successes and challenges implementing the assessment (~2 pages).

   **Part II**
   c) Briefly describe your student’s strengths and needs (what he/she has already learned and does well, and what he/she needs to learn next and improve upon) (~1-2 pages).

   d) List and provide reasons for the kinds of instruction you would provide for your student in an instructional plan. If you have been implementing the plan, summarize your student’s progress OR if you have not been implementing the plan, explain why you think this plan will effectively address your student’s literacy needs (~1-2 pages).

Your Assessment Paper will be evaluated holistically on how well you met the criteria outlined above for the assignment (Part I a-b, Part II c-d).
Directions for Double Entry Journal and Book Review

You will create a **Double Entry Journal** (30 points) about your self-selected professional text citing quotations that were meaningful to you and sharing your reflections on the quotations. The Double Entry Journal should include a minimum of 10 quotes from the text with corresponding reflective responses. How does the passage relate to our class readings, assignments, and/or discussions and your teaching practice? Your Double Entry Journal will be evaluated holistically on how well you reflected personally and professionally on the information presented in the text.

The following format should be used (Using Microsoft Word, you may choose the *Insert* tab and then select *Table*):

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Response</th>
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<tr>
<td>“Another important aspect of providing effective reading instruction is recognition of cultural diversity. Students bring to school differing cultural experiences that, when recognized by the teacher, can be used as strengths to leverage learning of the school curriculum” (p. 19).</td>
<td>This quotation resonated with me for a few reasons. First, I am a major proponent of inviting students’ cultures into the classroom as the norm, not as occasional events around holidays. Students’ cultures should be central to curricular choices we make as teachers on a daily basis. In addition, viewing students from an asset rather than a deficit perspective is important in my teaching and research. It reminds me of the work of Moll and Gonzalez. I find their theory about ‘funds of knowledge’ helpful in looking at students from an asset rather than a deficit perspective. These researchers provide evidence that students bring many resources learned from their families and in their home lives that teachers may draw upon to improve their learning in school. It is important to me that all cultures are valued and represented in the classroom, and that students are recognized for their strengths alongside their areas for growth.</td>
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In addition to creating a Double Entry Journal, you will also write a **Book Review** of your professional text. This book review will be posted online in the Discussion Board Forum titled “Book Reviews.” The purpose of this assignment is to share your professional text with your classmates. In about 250 words, please summarize and evaluate the quality of the text, including key points that you have learned and plan to apply in your classroom, as well as who may be
interested in reading this text. For more information on how to write an effective book review, please visit the following website: http://library.concordia.ca/help/howto/bookreports.html
You will earn 10 points by posting your book review and commenting on 3 classmates’ reviews.