



COURSE GUIDE

EDRG 444
Teaching Reading and Writing

Course Description:

This course provides students with an understanding of methods for teaching reading and writing. It emphasizes current methodologies, research-based instructional practices, and ongoing assessment. Understanding and application of the five essential components of comprehensive reading instruction is a primary expectation.

This class was written in compliance with and supports the Colorado Department of Education Literacy Standards for Teacher Preparation. Please note that this course was designed to be a semester class with two weeks being dedicated to each learning topic so that students can plan, observe, process and understand the complexities of the material.

Course Prerequisites:

All foundational coursework.

Enduring Understandings :

- What are the critical elements of a comprehensive, research-based literacy curriculum?
- How does one select, administer, and interpret results from diagnostic assessment tools?
- What are some research-based instructional practices that support phonemic awareness, phonics, fluency, vocabulary, and comprehension development?
- What are some research-based instructional practices that support the development of written language?
- How can one use research-based recommendations, content standards, and information from state standardized tests to develop curriculum that will support reading and writing achievement?

Teaching Constructs

CPS Education Proficiencies

- Critical Thinking *
- Learning Theory *
- Professionalism*
- Assessment*
- Instruction*
- Technology *
- Values*
- Communication *
- Discipline Knowledge*

Jesuit Themes

- Magis*
- Finding God in All Things
- Unity of Hearts and Mind
- Contemplatives in Action*
- Care of the Whole Person
- Men and Women for Others*

Instructional Strategies for Teachers

- Identifying Similarities and Differences*
- Summarizing and Notetaking *
- Reinforcing Effort and Providing Recognition
- Homework and Practice *
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback*
- Generating and Testing Hypotheses*
- Questions, Cues, and Advance Organizers*

Learning Topics:

Session One: Comprehensive Literacy Instruction

Reflects 10% of the final grade

Two-column notes from assigned chapters (5 points)

Comprehensive program proposal (5 points)

Session Two: Using Assessment to Plan for Reading Instruction

Reflects 10% of the final grade

Assessment administration and interpretation journal (5 points)

Achievement results and instructional recommendations letter (5 points)

Session Three: Developing Phonemic and Phonological Awareness Skills

Reflects 10% of the final grade

PA scope and sequence with activity examples (5 points)

Parent newsletter article (5 points)

Session Four: Teaching Phonics, Word Decoding, and Word Encoding Skills

Reflects 15% of the final grade

Decodable books list and instructional explanation (5 points)

CORE phonics survey results and narrative (5 points)

Observation Summary (5 points)

Session Five: Fluency and Vocabulary Instruction

Reflects 15% of the final grade

Fluency techniques table (5 points)

Vocabulary lesson plan (10 points)

Session Six: Reading Comprehension Skills and Strategies

Reflects 20% of the final grade

Text summary (5 points)

Comprehension learning activities (10 points)

Retell assessment and goals/recommendations (5 points)

Session Seven: Writing and Written Language Development

Reflects 15% of the final grade

Analysis of writing samples (5 points)

Lesson plan with notes/reflection (10 points)

Session Eight: Utilizing Content Standards and State Standardized Assessments

Reflects 5% of the final grade

ILP goals and intervention plan (5 points)

Field Experience:

This course includes **30 field experience hours** in designated requirements. Please plan ahead when scheduling your hours since several assignments require specific field activities. In order to receive a final grade for the course, students must turn in signed field experience logs by the end of the course. Students must maintain a copy for their personal records and/or the portfolio.

Required Resources:

- **Literacy: Helping Students Construct Meaning**, by J. D. Cooper, Brooks/Cole (Cengage Learning) (most recent edition).
- **The Voice of Evidence in Reading Research**, Edited by Peggy McCardle, Ph.D., M.P.H., & Vinita Chhabra, M.Ed., (most recent edition).
- **Put Reading First: The Research Building Blocks for Teaching Children to Read** by National Reading Panel: National Institute for Literacy; National Institute of Child Health and Human Development; and U.S. Department of Education. Available online at <http://www.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf> (1.25MB) (*Print copies may be ordered at no charge at www.nichd.nih.gov/publications/pubskey.cfm?from=nrp*)

First Night Assignment (for classroom-based courses):

Please print out and review the contents of the National Reading Panel “Put Reading First” Report: <http://www.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf>.

Disability Statement:

Equal access to education means equal opportunity to learn in an academic setting. Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, students with documented disabilities who are otherwise qualified have a right to equal access to classes at Regis University. If you have a documented disability requiring accommodations for this class, please contact the Office of Disability Services (ODS) at **303-458-4941**, or disability@regis.edu for discussion of disability issues. Since accommodations are not retroactive, it is suggested that you contact the ODS as soon as possible; adequate lead-time may be required to receive accommodations, including review of appropriate documentation.

Regis University Grading Scale:

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	67-69
D	63-66

D- 60-62
F 59 or lower

SPECIFIC COURSE COMPONENT DESCRIPTION:

- **Literacy Instruction Toolkit:** Throughout this course, you will be asked to compile an organized Toolkit of research, artifacts, and information. This Toolkit is a required and essential component of this course and is meant to be used as a resource for your culminating activity as well as for later professional use. During the first week of this class, you will be asked to develop an organizational structure for collecting these resources such as a binder, box/case, database, or CD Rom. The format is not as important as the content it houses. Your toolkit should be arranged in a way that allows you to easily access information on each of the topics presented in this course.

NOTE: The facilitator may provide additional learning opportunities during the course. The course outcomes, however, will not change.

LEARNING TOPICS

Learning Topic #1: Comprehensive Literacy Instruction

Background/Rationale

“The most fundamental responsibility of schools is teaching students to read. Indeed, the future success of all students hinges upon their ability to become proficient readers. Recent scientific studies have allowed us to understand more than ever before how literacy develops, why some children have difficulty, and what constitutes best instructional practice.” (Moats, *Teaching Reading is Rocket Science*, 1999). This first session builds background knowledge in the development of reading and writing by introducing students to the research and theories on reading & writing acquisition. This session also introduces students to the elements of and processes involved in building a comprehensive model for literacy curriculum and instruction.

Performance-Based Standards For Educators

5.01 Scientifically Based Reading Research and Comprehensive Literacy Curriculum and Instruction

Learner Outcomes

The student will:

- discuss the cognitive processes involved in skillful reading and the contributions of neurobiological and environmental factors to reading and writing success.
- identify and describe the five essential components of comprehensive reading instruction identified by the National Reading Panel as “necessary, but not sufficient” to the reading process.
- investigate and interpret the research evidence on the cognitive processes involved in reading and the processes involved in differentiating instruction.

Activities

- Print and read the booklet *Put Reading First: The Research Building Blocks for Teaching Children to Read* in its entirety to review the five essential components of comprehensive reading instruction as identified by the National Reading Panel. Based on this information, write a 2 page proposal in which you define and describe the five elements seen as critical in order for a literacy curriculum to be considered comprehensive, and make recommendations to enhance a school's current literacy curriculum. You should write this proposal keeping in mind that your audience will be school administrators and teachers.
- Begin developing an organizational structure and collecting resources for a research-based **Literacy Instruction Toolkit**, which is intended to be a collection of research and resources for you to refer to later on in your career as a classroom teacher or reading interventionist. The portfolio may be in a binder, box/case, database, or CD Rom format. The format is not as important as the content it houses. As a first "entry" into your Literacy Instruction Toolkit, research and collect pertinent information on differentiating instruction for students with varying needs and ability levels. This website is a good place to start:
<http://www.members.shaw.ca/priscillatheroux/differentiating.html>
As a second "entry" for your Toolkit, access and print the research evidence on the cognitive processes involved in reading at this website, focusing on phonological, orthographic, semantic, and syntactic processing:
<http://www.sedl.org/reading/framework/research.html>
- From *The Voice of Evidence in Reading Research*, read Chapter 17: "Neurobiologic Basis for Reading Disability" by Sally & Bennett Shaywitz (pp. 417-436), focusing on the cognitive processes involved in reading and the contributions of neurobiological and environmental factors to reading and writing success. Use a two-column note sheet to quote significant ideas and/or research items on the left and provide your interpretation(s) on the right.

Assessments

Topic #1 reflects 10% of the final grade

Two-column notes from assigned chapters (5 points)

Elements of comprehensive program proposal (5 points)

Learning Topic #2: Using Assessment to Plan for Reading Instruction

Background/Rationale

Assessment is a significant part of any learning process, and effective teachers monitor student progress on an ongoing basis. The word 'assessment' does not refer only to a test at the end of a unit, but rather, an ongoing process that helps to mold and drive instruction. According to Cooper (2003), "When assessment is viewed as an ongoing part of instruction, it becomes natural and expected" (p. 465). The purpose of assessment is to gather information. Then, it becomes important to evaluate and communicate this information to parents, teachers, administrators, and the students themselves. It is our professional responsibility to collect and communicate accurate information about student achievement, and to use this information to guide instructional decisions.

Performance-Based Standards For Educators

5.01.1 Plan and organize literacy instruction based on ongoing assessment.

Learner Outcomes

The student will:

- select, administer, and interpret formal and informal diagnostic assessment tools, including progress-monitoring assessments, and use the findings to plan for instruction and intervention.
- select, administer, and interpret reliable screening measures to identify students at risk for reading difficulty.
- analyze the results of standardized achievement tests for the development of instructional plans, and translate these results into clear language for reporting to colleagues, students, and parents.

Activities

- From the Cooper text, read the following chapters: “Assessment and Evaluation in The Balanced Literacy Classroom” and “Helping Struggling Readers”. As you are reading, highlight important information and make notes on personal connections and questions for further research in the margins.
- Then, access, print, and review the following websites on Response to Intervention:
<http://www.cde.state.co.us/rti/LearnAboutRtI.htm>
<http://www.rti4success.org/>
Place in your Toolkit.

- As part of your field experience requirement for this course, you will need to work with a cooperating teacher who will help you to select, administer, and/or interpret the results for the following types of reading assessments:
 - A progress-monitoring assessment such as: running record, DIBELS, AIMSweb, or TOWRE
 - An informal assessment such as: a skills checklist, anecdotal notes, student work sample or student retell
 - A formal assessment such as: a reading inventory (IRI, DRA, BRI, etc.), district benchmark test, or state standardized assessment (CSAP)

You will be required to keep a detailed journal that describes your experiences administering and/or interpreting the results for these assessments. Your journal should have three entries, one for each type of assessment. This journal should include direct references to your assigned readings as well as your thoughts on how you would use these findings to plan for instruction, including selecting appropriately leveled texts.

- For this activity, you are going to use the results and data generated by one of the above assessments. Taking on the role of that class’ teacher, write a clear, culturally-sensitive letter to students and parents in which you do the following: summarize the results of the test administered, explain how you will use these results to plan for reading instruction and/or to meet individualized reading goals, and make specific instructional recommendations based on the results. Within your specific recommendations, provide parents with information on encouraging at-home independent reading, including tips on increasing reading motivation and guiding student reading choices. *(Note: This letter is for instructional purposes only. It is to be turned in as an assignment for this course, and NOT to be sent home to the actual parents/ students in the cooperating teacher’s classroom.)*

Assessments

Topic #2 reflects 10% of the final grade

Assessment administration and interpretation journal (5 points)

Achievement results and instructional recommendations letter (5 points)

Learning Topic #3: Developing Phonemic and Phonological Awareness Skills

Background/Rationale

With little or no direct instruction, almost all young children develop the ability to understand spoken language. While most kindergarten children have mastered the complexities of speech, they do not know that spoken language is made up of discrete words, which are made up of syllables, which themselves are made up of the smallest units of sound, called "phonemes." This awareness that spoken language is made up of discrete sounds appears to be a crucial factor in children learning to read. The emphasis for this learning topic is the importance of Phonemic Awareness (PA) in the instruction of reading, which has been shown to be one of the best predictors of early reading acquisition (Stanovich, 1993-94).

Performance-Based Standards For Educators

5.01.2 Develop phonological and linguistic skills related to reading

Learner Outcomes

The student will:

- investigate and communicate the predictive value of phonemic awareness in early reading development and aligning research-based instructional activities.
- develop a research-based scope and sequence for phonemic and phonological awareness with accompanying techniques that explicitly teach PA skills.
- select, use and interpret assessments of phonological and phonemic awareness.
- identify and correctly pronounce the speech sounds of English.

Activities

- In the Cooper text, read the chapters titled “Beginning Literacy” and “A Comprehensive Balanced Literacy Program”. Familiarize yourself with what you need to know about beginning reading instruction. For background information on investigating Phonemic Awareness access this website: http://reading.uoregon.edu/big_ideas/pa/index.php
- Review, identify and pronounce the speech sounds of the English language <http://www.uiowa.edu/~acadtech/phonetics/about.html> . (Classroom-based courses should do that as an in-class activity. Online and independent study students should practice the speech sounds with a cooperating teacher.) Print and add this information to your Toolkit for future reference.
- Create a scope and sequence for teaching important phonemic awareness skills and concepts. Your scope and sequence should include at least five phonemic awareness skills introduced in the appropriate developmental progression, with at least one accompanying classroom activity/technique (oral activity, game, song, etc.) described and/or provided for each.
- Investigate the importance and predictive value of phonemic awareness in early reading development. Create parent newsletter article which communicates the importance and predictive value of PA. Be sure to include direct text references and cite your sources. In addition, describe three things parents can do to support PA at home, and provide some examples of books, rhymes, and/or poems that are ideal for teaching PA. (Note: Look for alliterative text, rhyming, rhythm, and word play.)
- With the help of a cooperating teacher, select, use and interpret a phonological and phonemic awareness assessment. Add this assessment artifact to your Literacy Instruction Toolkit.

Assessments

Topic #3 reflects 10% of the final grade

PA scope and sequence with activity examples (5 points)

Parent newsletter article (5 points)

Learning Topic #4: Teaching Phonics, Word Decoding, and Word Encoding Skills

Background/Rationale

The Alphabetic Principle is the idea that letters represent sounds and that printed letters can be turned into speech. A wealth of research exists supporting the teaching of explicit, systematic phonics as an essential part of reading and writing instruction, especially in the primary grades. This research indicates a clear difference between strong and poor readers in the ability to use letter-sound correspondence to identify words (Juel, 1991). Those students who acquire this ability and apply the alphabetic principle early in their reading careers typically reap long-term benefits as successful readers (Stanovich, 1986). Because our language is alphabetic, decoding is an essential part of the reading process. There are simply too many words in the English language to rely on memorization as the primary word identification strategy. Ideally, emerging readers will apply phonetic decoding skills coupled with instant sight word recognition as they begin and progress as readers.

Performance-Based Standards for Educators

5.01.2 Develop phonological and linguistic skills related to reading

Learner Outcomes

The student will:

- recognize the development of print concepts in young children and know the predictive value of letter naming fluency.
- know a research-based scope and sequence to teach phonics.
- identify and apply the role of various syllable structures (open, closed, silent-e, r-controlled, prefixes, roots, suffixes) in the automatic recognition of common phonetically irregular words.
- plan for teaching phonics and decoding skills through the use of decodable and controlled text books.
- select, use and interpret a phonics surveys and diagnostic spelling inventories.
- understand the relationship between learning patterns for reading and spelling.

Activities

- From *The Voice of Evidence*, read “Teaching Phonemic Awareness and Phonics” (p. 153-186) to understand the development of concepts of print in young children and the research behind the predictive value of letter naming fluency.
- Explore a researched-based scope and sequence for phonics instruction:
http://reading.uoregon.edu/big_ideas/au/index.php
Then, to understand phonics rules, the role of various syllable structures (open, closed, silent-e, r-controlled, prefixes, roots, suffixes), and techniques to teach recognition of common phonetic irregular words in English, access these websites:
<http://english.glendale.cc.ca.us/phonics.rules.html>
<http://www.cloudworld.co.uk/english-spelling-rules.htm>
Print and add pertinent information from these websites to your Toolkit.
- Beginning readers need text that is decodable, predictable, and has controlled text full of high frequency words. Create a list of three books that follow basic decoding patterns which support emergent readers as they practice their reading skills. (Note: Your selections should

be from different series and have different authors.) Then, explain how you would use these books to teach specific phonics and word decoding skills, including introducing phonetically irregular (“exception”) words in the English language.

- Administer the CORE Phonics Survey to a student who is a beginning or progressing reader. (Please note that this assessment also has a spelling/encoding component.) Record the information on the answer sheet/record form. In addition to submitting the record form, provide a one page narrative with the following: information on the student, your perceptions and observations during testing, areas in need of phonics and/or spelling remediation in terms of the results, and how you will use the results to guide instruction. Here is a direct link to the CORE assessment materials:

http://www.scholastic.com/dodea/Module_2/resources/dodea_m2_tr_core.pdf

Key Search Words: CORE phonics survey

- In order to understand the reciprocal relationship between decoding and encoding (spelling), observe a cooperating instructor teach phonics as it applies to spelling rules (including orthographic and morphological patterns in spelling). Note the amount of time and the level of systematic and explicit instruction devoted to these components. Document the observation by providing an unbiased chronology of the activities observed and summarizing the perceived effectiveness of the instruction at the end.

For background on the decoding-encoding relationship, spelling rules (orthographic & morphological development), and interpreting and administering diagnostic spelling inventories, access the following websites, print pertinent information, and add to your Toolkit for future reference:

<http://www.readingonline.org/articles/handbook/templeton/index.html>

http://www.nevadareading.org/leadership/managementteam/academymaterials1.attachment/301145/Stages_of_Orthographic_Development_handout.doc

Assessments

Topic #3 reflects 15% of the final grade

Decodable books list and instructional explanation (5 points)

CORE phonics survey results and narrative (5 points)

Observation Summary (5 points)

Learning Topic #5: Fluency and Vocabulary Instruction

Background/Rationale

To gain meaning from text, students must read fluently. Proficient readers are so automatic with the decoding process that they focus their attention on constructing meaning from the print (Kuhn & Stahl, 2000). It is not enough to be simply accurate, reading must become automatic. According to Dr. Reid Lyon, “The focus of reading instruction is not only on getting students to know sounds or letters but to get to the meaning. Building automaticity in the component skills is analogous to learning to ride a bike.” *Big Ideas in Beginning Reading*.

The National Research Council has concluded that vocabulary development is a fundamental goal for students in the early grades. Knowledge of word meanings impacts text comprehension and is essential for gaining meaning from text. Children enter school with “meaningful differences” in vocabulary knowledge, specifically when they are from economically disadvantaged situations (Hart & Risley, 1995). As a result, “children who enter [school] with limited vocabulary knowledge grow much more discrepant over time from their peers who have rich vocabulary knowledge” (Baker, Simmons, & Kame'enui, 1997).

Performance-Based Standards for Educators

5.01.4 Support reading through oral and written language development

Learner Outcomes

The student will:

- define fluency and identify factors that can impact fluency instruction.
- compile key research findings in the area of fluency and provide examples of research-based strategies to improve student's oral or silent reading fluency.
- help select and interpret fluency assessment tools.
- know the scientific research on how oral and written vocabulary develops.
- identify research-supported approaches using direct and indirect techniques for vocabulary instruction.

Activities

- In an effort to identify fluency expectations and factors that may impact fluency, read the chapter titled "What Do We Know About Fluency?" (p. 187-212) from *The Voice of Evidence*. Then, to understand how oral reading vocabularies develop in first and second language learners, read the following chapters from the Cooper text: "Prior Knowledge; Activating and Developing Concepts and Vocabulary" and "Intermediate Grades and Middle School: Decoding, Vocabulary and Meaning".
- Using your texts and other relevant web resources, research techniques that can be used to improve oral reading fluency, including: choral reading, echo reading, partner reading, independent reading, reader's theater, Neurological Impress Method (NIM), listening to books on tape, and radio reading. Create a table listing 4 of these and /or other techniques which includes a definition and detailed instructional procedure.
- Interview your instructor on techniques used in selecting, using and interpreting fluency assessment tools. Collect assessment artifacts (sample assessments- formal and/or informal) for oral reading fluency and add these to your Toolkit.
- Write a lesson plan on vocabulary instruction that provides support for students' vocabulary development and focuses on one or more of the following:
 - research-based approaches for teaching word meaning (direct vocabulary instruction, using context clues to infer word meaning, hierarchical & linear arrays, semantic mapping, etc.),
 - the use of structural analysis (morphology: roots, affixes) to determine word meaning,
 - utilizing tools such as dictionaries and thesauruses to aid in determining the meaning of words
 - distinguishing the connotative (suggested meaning in context) from the denotative (literal interpretation) meanings of words, idioms, and metaphors.

The lesson plan should integrate quality literature that supports students' vocabulary development.

Assessments

Topic #5 reflects 10% of the final grade

Fluency techniques table (5 points)

Vocabulary lesson plan (10 points)

Learning Topic #6: Reading Comprehension Skills and Strategies

Background/Rationale

According to Cooper (2003), “Research has clearly shown that reading comprehension is a constructive process in which individuals construct meaning by interacting with the text” (p. 279). Comprehension is improved when we encourage kids to read more, read widely, and develop a passion for reading. Further, readers taught cognitive strategies make significant gains in reading comprehension (National Reading Panel, 2000). These strategies include, but are not limited to: visualizing, monitoring, inferring, identifying important information, generating and answering questions, synthesizing, and summarizing (Cooper, 2003). Research on reading comprehension tells us that readers who comprehend well are also good decoders, which is why it is important for students to have a strong foundation in phonics and phonemic awareness skills.

Performance-Based Standards for Educators

5.01.3 Develop reading comprehension and promotion of independent reading

Learner Outcomes

The student will:

- Understand the relationships among listening comprehension, language comprehension, and reading comprehension.
- Know the factors that influence reading comprehension (the reader, the text, the reading task, the environmental context) and the interrelationship of reading comprehension, fluent decoding skills, background knowledge, and vocabulary knowledge.
- Understand the processes used in reading comprehension: decoding, word naming speed, inferring, self-monitoring, activating and connecting to prior knowledge, and word meaning knowledge.
- Plan and teach the following: research-based text comprehension strategies, the conventions and text structures associated with a variety of genre, scaffolding discussions by asking questions that encourage literary response and analysis, and the different strategies used to analyze narrative and expository texts.
- Select and apply text comprehension strategies for literacy in content areas.
- Select, use, and interpret formal and informal assessments of student reading comprehension to screen for reading difficulties, progress monitor, and make instructional decisions based on the data.
- Teach students to use the features of expository text to aid in comprehension, and to analyze ways that author’s technique and text features support meaning.
- Teach students to evaluate text, compare and contrast, see cause-effect relationships, read critically, and identify a purpose for reading.

Activities

- Read the chapters titled “How to Teach Strategies for Constructing Meaning” and “Responding and the Construction of Meaning” from the Cooper text. Also, read “Vocabulary and Comprehension Instruction” (p. 221-231) from *Voice of Evidence*. Write a summary of your key understandings that includes the following:
 1. the relationships among listening comprehension, language comprehension, and reading comprehension
 2. the interrelationship of reading comprehension, fluent decoding skills, background knowledge, and vocabulary knowledge
 3. the knowledge and processes used in reading comprehensionSubmit your summary and place a copy in your Toolkit for future reference.

- As part of your field experience requirement for this course, you will need to work with a cooperating teacher or instructional coach who will guide you in the planning and instructional process. After conferring with your cooperating teacher, you will need to choose a grade or performance level, and write detailed descriptions of learning activities that address the following:
 - The differences between narrative and expository text types and genre (poems, stories plays, novels, articles, persuasive pieces, electronic text, etc.). This activity should also promote Independent Reading through self-selected texts of various genre.
 - Extracting and utilizing information from expository and/or content area texts. For this task, you should work with your colleagues (or those of your cooperating teacher) to select an appropriate content area text. Your activity should teach students how to use and interpret the organizational structure (cause-effect, sequential, chronological, etc.) and text features of this and other informational texts, such as: diagrams, graphs, maps, indexes, tables, glossaries, photo captions, timelines, etc.
 - How to read critically. Depending on grade level appropriateness, focus on one or several of the following: distinguishing fact from opinion, determining credibility, comparing and contrasting information from multiple text sources, analyzing and critiquing text to identify the author's purpose and beliefs, ways that the author's devices and literary techniques support the meaning and/or purpose, evaluating electronic and technical text for accuracy and clarity.
 - The application of one or more comprehension strategies, including: visualization, text connections, summarizing, generating questions, meta-cognition, use of graphic organizers. Students should be encouraged to "carry over" these strategies to Independent Reading.
 - Asking questions that encourage interpretation, analysis, literary response, and expand students' thinking regarding literature.
- Use one of the story retell record forms provided at the websites below to assess a student's comprehension of a narrative text by having them do a story retell. After selecting and administering the assessment, interpret the results and write two instructional goals and/or recommendations for this student based on the results. Submit the completed record form, and be sure to also include a bit of background information on this student along with your results and goals/ recommendations.

<http://texasreadingdl.edb.utexas.edu/downloads/icare/retelling.pdf>

http://www.wcpss.net/news/poston/hodge_rd_proj_achieve/retelling_form.html

<http://www.dpi.state.nc.us/docs/curriculum/languagearts/elementary/retelling/2005fictionretelling9-32.pdf>

Key Search Words: Story retell record form

Assessments

Topic #6 reflects 20% of the final grade

Text summary (5 points)

Comprehension learning activities (10 points)

Retell assessment and goals/recommendations (5 points)

Learning Topic #7: Writing and Written Language Development

Background/Rationale

There is a strong, research-based relationship between reading and writing achievement. Stotsky (1984) makes the point that better writers tend to read more than poorer writers because “children’s writing is strongly influenced by their reading”. Moreover, she reports, in studies specifically designed to improve writing, the reading experiences in which the children were engaged were more beneficial than either grammar study or extra writing practice. Further, by analyzing children’s writing samples, researchers have documented a marked tendency to incorporate not only the content of material read just previously, but also its orthographic, syntactic and thematic structures. (*Beginning to Read: Thinking and Learning about Print* by Marilyn Jager Adams, p.404-5.)

Performance-Based Standards for Educators

5.01.4 Support reading through oral and written language development

Learner Outcomes

The student will:

- Encourage students to use standard forms of language, including correct grammar and conventions, in their writing.
- Teach students how to organize and structure their writing effectively.
- Teach students to write effective narrative, expository, and/or persuasive pieces of writing using the appropriate language (formal, informal) for the intended audience.
- Teach students how to develop their writing through the use of elaboration, descriptiveness, explanation and clarity.
- Teach students how to employ technology to facilitate their writing and research.
- Understand how to engage students within the writing process.
- Analyze children’s writing samples and make predictions about which processing systems are well developed and where possible breakdowns may be occurring.

Activities

- Read the chapter titled “Writing and the Construction of Meaning” from the Cooper text.
- Review information on the 6+1 Traits of effective writing, as described by NWREL at this website: <http://www.thetraits.org/index.php>. Print and add relevant information to your Toolkit.
- Gather at least two student writing samples from your cooperating classroom. Write a detailed analysis using the information gleaned from your text readings and the 6+1 Traits website. Within your analysis, make predictions about which processing systems are well developed and where possible breakdowns may be occurring.
- Write and teach a lesson that incorporates the following in a way that is grade-level appropriate for your intended student group:
 - the writing process (planning, drafting, revising, editing, publishing)
 - writing an effective narrative, expository, OR persuasive piece of writing using the appropriate language (formal, informal) for the intended audience
 - how to effectively organize and structure writing
 - how to develop writing through elaboration and descriptiveness (for narrative writing) or explanation and clarity (for expository and/or persuasive writing)
 - the correct use of grammar and conventions
- Research and locate an article that describes methods for teaching students to employ technology to facilitate their writing and research. Print, read, highlight important points, and add to your Toolkit.

Assessments

Topic #7 reflects 10% of the final grade

Analysis of writing samples (5 points)

Lesson plan with notes/reflection (10 points)

Learning Topic #8: Utilizing Content Standards and State Standardized Assessments

Background/Rationale

Educators must be knowledgeable regarding national and state content standards as well as related government legislation. Standards are typically broad, general statements of what students are expected to accomplish. They indicate what is valued in a given field or area. Every state has standards that schools are supposed to follow as they develop and execute their curriculum. Local/district standards, benchmarks, and indicators are typically based on the state standards. Norm or criterion-referenced tests are formal assessments that have been standardized and have prescribed procedures for administering, timing and scoring. State standardized tests, such as the Colorado Students Assessment Program (CSAP), are used to evaluate student achievement and proficiency in relation to the state content standards.

Performance-Based Standards for Educators

5.01.5 Utilize Colorado Model Content Standards in reading and writing for the improvement of instruction

Learner Outcomes:

The student will:

- Identify the Colorado Model Content Standards for Reading and Writing
- Assess Colorado Basic Literacy Act (CBLA) Reading Proficiencies, and use this assessment data to develop Individualized Literacy Plan goals.
- Review the progression of underlying skills necessary to demonstrate proficiency on the reading and writing CSAP tests, and use the CSAP assessment frameworks to develop curriculum that will support reading and writing achievement.
- Identify and analyze examples of unsatisfactory, partially proficient, proficient, and advanced student work at various grade levels.
- When students are not proficient on the CSAP, use data from this and other reading assessments to develop a plan for intervention.

Activities

- Visit the Colorado Department of Education website and the CDE pages dedicated to the Colorado Basic Literacy Act and CSAP testing:
<http://www.cde.state.co.us/>
<http://www.cde.state.co.us/action/CBLA/index.htm>
http://www.cde.state.co.us/cdeassess/index_assess.html
Navigate through the site, and print out information on the following:
 - the Colorado Model Content Standards for Reading and Writing
 - the Colorado Basic Literacy Act (CBLA) Reading Proficiencies for Kindergarten through third grade and Individualized Literacy Plans

- the progression of underlying skills necessary to demonstrate proficiency on the reading and writing CSAP tests
- proficiency levels on the CSAP tests
- CSAP assessment frameworks for reading and writing

Add this information to your Literacy Instruction Toolkit.

- Identify and analyze examples of unsatisfactory, partially proficient, proficient, and advanced student work at various grade levels. Collect copies of a few of these samples (be sure to omit student names for confidentiality purposes) and add to your Literacy Instruction Toolkit.
- Using assessment tools and/or applicable data that you have already collected and utilized throughout this course, assess select proficiencies from the Colorado Basic Literacy Act. You will use this assessment data to develop intervention goals that could be used on an Individualized Literacy Plan. (Choose at least two students' data to review and write goals for.) Then, identify a student who was not proficient on the CSAP. Use data from this assessment to develop an individualized plan for intervention for this student. You will turn in both the goals and plan for intervention, along with the applicable assessment data for each. *(For confidentiality reasons, please use only the students' first names.)*

Assessments

Topic #8 reflects 5% of the final grade

ILP goals and intervention plan (5 points)

Supplementary Resources

- Biemiller, A., & Menyuk, P. (1999). In Jeanne S. Chall (Series Ed.), *From reading research to practice: Vol. 5. Language and Reading Success*. Cambridge, MA: Brookline Books.
- Moats, L. (1999). *Teaching reading IS rocket science*. Washington, DC: American Federation of Teachers. Available to download from www.aft.org/topics/reading/
- National Reading Panel: Reports of the Subgroups. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC.
- Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Stanovich, Keith E. (1993-94). "Romance and Reality (Distinguished Educator Series)." *Reading Teacher*, 47(4), 280-91. EJ 477 302
- Tompkins, G. (2006). *Literacy for the 21st century*. Upper Saddle River, NJ: Pearson.

Course Summary Matrix: EDRG 444 Teaching Reading and Writing

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8
CPS Education Proficiencies Addressed	Learning Theory Critical Thinking Communication Technology Discipline Knowledge	Critical Thinking Communication Discipline Knowledge Assessment Values Technology Professionalism	Critical Thinking Learning Theory Instruction Discipline Knowledge Communication Technology Assessment Professionalism	Critical Thinking Learning Theory Instruction Discipline Knowledge Communication Technology Professionalism	Critical Thinking Learning Theory Instruction Discipline Knowledge Communication Technology Professionalism	Critical Thinking Learning Theory Instruction Discipline Knowledge Assessment Communication Technology Professionalism	Critical Thinking Learning Theory Instruction Discipline Knowledge Assessment Communication Technology Professionalism	Critical Thinking Learning Theory Discipline Knowledge Assessment Communication Technology Professionalism
Jesuit Theme Addressed, if Applicable	Contemplatives in Action	Contemplatives in Action Men and Women for Others	Contemplatives in Action	Contemplatives in Action Magis	Contemplatives in Action Magis Men and Women for Others	Contemplatives in Action Men and Women for Others	Contemplatives in Action Men and Women for Others	Contemplatives in Action Men and Women for Others
Instructional Strategy Addressed, if Applicable	Summarizing and Notetaking Homework and Practice	Summarizing and Notetaking Homework and Practice Setting Objectives and Providing Feedback	Summarizing and Notetaking Identifying Similarities and Differences Questions, Cues, and Advance Organizers Generating and Testing Hypotheses	Summarizing and Notetaking Identifying Similarities and Differences Homework and Practice Setting Objectives and Providing Feedback Questions, Cues, and Advance Organizers	Summarizing and Notetaking Homework and Practice Setting Objectives and Providing Feedback	Identifying Similarities and Differences Summarizing and Notetaking Homework and Practice Setting Objectives and Providing Feedback	Summarizing and Notetaking Homework and Practice Setting Objectives and Providing Feedback	Summarizing and Notetaking Homework and Practice Setting Objectives and Providing Feedback
Portfolio Artifact(s) Found in This Course, if Any	NA	NA	NA	NA	NA	NA	NA	NA