

Colorado State University-Pueblo
College of Education, Engineering & Professional Studies
Department of Teacher Education

RDG 410/510
Tues/Thurs 1:00-2:50pm
Teaching Reading in K-6 Classrooms

Contact Information

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Formal Schedule of Office Hours and Classes

Tues. 3:00-4:30 pm
Wed. 2:30-4:30 pm
Thurs. 3:00-4:30 pm

Course Overview

RDG 410 addresses the methods and materials for teaching reading in K-6 classrooms. The course is designed to meet federal and state literacy expectancies and will prepare beginning teachers to develop and implement reading instruction around the five components of reading. Students will learn to use a wide variety of teaching methods and assessments, curricular materials, and strategies for instruction; monitor students' progress in order to prevent literacy problems; and deal with existing reading challenges using corrective instruction.

Credit Hours

4 Credit Hours
40 Field Experience Hours—10 consecutive weeks of field experience required

Prerequisites

Entrance into the Teacher Education Program

Teaching Area

Liberal Studies

Required Texts

Colorado Department of Education. (1995). *Colorado model content standards*. Retrieved July 17, 2008, from http://www.cde.state.co.us/index_stnd.htm

Colorado Department of Education (2005). *Colorado performance standards for teachers*. Retrieved July 17, 2008, from http://www.cde.state.co.us/index_license.htm

Assessing Reading Multiple Measures: for All Educators Working to Improve Reading Achievement (2008); CORE Literacy Training materials (2nd ed).

Teaching Reading Sourcebook: for All Educators Working to Improve Reading Achievement (2008); CORE Literacy Training materials (2nd ed).

Tompkins, Gail E. (2006, 4th ed.) Literacy for the 21st Century: A Balanced Approach. New Jersey: Upper Saddle River.

Legal Rights and Sensitivities

ADA Accommodations: This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulate that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Service Office, which is located in the Psychology Building, Room 232.

Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated. It threatens the careers, educational experience, and well-being of students, faculty, and staff. Behavior between or among members of the classroom community that creates an unacceptable or working environment will not be tolerated.

Reminder

In written assignments and online discussions, the names of local people (e.g., children, families, professionals) should not be used. Confidentiality should be respected at all times. In addition, references to specific groups of people and schools should reflect the sensitivities of the time.

Do you have questions?

All questions about the course or individual assignments will be answered on the Discussion Board (DB). Please read the DB often in order to keep up with questions and answers that may help you in your study and project endeavors.

Course Objectives as aligned with CSU-P Teaching Standards

Students in this course will plan and organize effective reading instruction based on their growing knowledge and understanding of

1. Emerging literacy and the reading and language processes (2.2, 2.8)
2. The Colorado Basic Literacy Act (2.1, 2.5, 2.9)
3. The 5 Components of Reading and the strategies used to teach them (2.11)
 - a. Phonemic awareness (2.2)
 - b. Phonics (2.2)
 - c. Fluency (2.2, 2.3)
 - d. Vocabulary (2.3, 2.4)
 - e. Text comprehension (2.3, 2.4)

4. Formative and summative reading assessments (2.1, 4.11)
5. Informal and formal reading curriculum and pedagogy (2.11, 5.2)
6. The reading-writing-listening-speaking connection (2.4)

Projects	Points	Alignment with Standards/Objectives	Due Date
<p><u>PROJECT #1 Weekly Participation</u></p> <p>Blackboard Questions—first 10 minutes Tuesday (20) Research/reflection—Thursday (20)</p> <p>**70 points awarded for professionalism on Week 14</p>	480 70	2.1-2.11; 4.11; 5.2	Every session-- <u>cannot be made up</u>
<p><u>PROJECT #2 Teaching Practice</u></p> <p><i>Reading Component Project:</i> students will present a lesson plan to their peers in each of the component areas</p> <p>Lesson 1---phonemic awareness (40) Lesson 2---phonics (40) Lesson 3---vocabulary (40) Lesson 4---fluency (40) Lesson 5---comprehension (40)</p>	200	2.1-2.5; 2.8-2.11 4.11; 5.2	9/16-18 9/30 10/2 10/14-16 10/28-30 11/11-13
<p><u>PROJECT #3 Lesson Planning and Teaching Project</u></p> <p>You will submit a teaching portfolio twice during the semester. Your grade for this portfolio will be dependent on how well you demonstrate your work towards meeting the Teacher Education Program Literacy goals in your field experience classroom.</p>	200 200	2.1-2.5; 2.8-2.11 4.11; 5.2	10/9 11/20
<p><u>PROJECT#4 Teacher Education e-Portfolio</u></p> <p><i>Reflective Completion of Standard 2</i> from the CSU-P Student Performance Standards (this information will come from Project #3 and must be downloaded to your ePortfolio).</p>	100	2.1-2.11	12/4

<p><u>PROJECT#5 Midterm Test</u></p> <p>Highlighting proficiency in understanding and use of phonological and linguistic skills and instruction of phonemic awareness, phonics, word analysis, and spelling instruction *based on class notes, readings, and projects</p>	150	2,1-2.2	2/28
<p><u>PROJECT#6 Final Test</u></p> <p>Final Test highlighting proficiency in understanding and implementation of reading instruction according to the course standards and objectives. *based on summative course experience</p>	100	2.1-2.5; 2.8-2.11 4.11; 5.2	12/10

***As professor of this course, I reserve the right to adjust assignments/requirements to meet the diverse needs of my students. If an adjustment is made on the syllabus, the change will be posted on Blackboard.**

Course Outline

Week	Class Assignments	Focus
1	8/26 Tuesday Introduction to the Course 8/28 Thursday <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Book: The Big Picture 1-18 • Read Assessing Reading 5-18 • Complete Research Assignment • Weekly Reflection due 	Fundamentals of Reading
2	9/2 Tuesday <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Book Word/English Structure 19-48 • Complete Blackboard Question Assignment 9/4 Thursday <ul style="list-style-type: none"> • Read CORE Book Print Awareness 67-82 • Complete Blackboard Question Assignment • Complete Research Assignment • Weekly Reflection due 	
3	9/9 Tuesday <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Book Letter Knowledge 83-114 • Read Assessing Reading 19-33 • Complete Blackboard Question Assignment 9/11 Thursday <ul style="list-style-type: none"> • Read CORE Book Phonemic Awareness 115-127 • Complete Research Assignment • Weekly Reflection due 	Phonemic Awareness

4	<p>9/16 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Book Phonemic Awareness 128- 158 • Complete Blackboard Question Assignment • Group A Project 2 Teaching Practice <p>9/18 Thursday</p> <ul style="list-style-type: none"> • Complete Research Assignment • Weekly Reflection due • Group B Project 2 Teaching Practice 	
5	<p>9/23 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Book Decoding/Word Study 159-178 • Read Assessing Reading 41-62 • Complete Blackboard Question Assignment • <p>9/25 Thursday</p> <ul style="list-style-type: none"> • Read CORE Book Decoding/Word Study 179-195 • Complete Research Assignment • Weekly Reflection due 	Phonics
6	<p>9/30 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Book Phonics 196-207 • Complete Blackboard Question Assignment • Group A Project 2 Teaching Practice <p>10/2 Thursday</p> <ul style="list-style-type: none"> • Read CORE Book Phonics 208-240 • Complete Research Assignment • Weekly Reflection due • Group B Project 2 Teaching Practice 	
7	<p>10/7 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Book Irregular Word RD 241-258 • Complete Blackboard Question Assignment <p>10/9 Thursday</p> <ul style="list-style-type: none"> • Project #5 Midterm • Project 3 Portfolio Due 	Vocabulary
8	<p>10/14 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Reading Multisyllabic Word RD 259-271 • Complete Blackboard Question Assignment • Group A Project 2 Teaching Practice 	

	<p>10/16 Thursday</p> <ul style="list-style-type: none"> • Read CORE Reading Multisyllabic Word RD 272-318 • Complete Research Assignment • Weekly Reflection due • Group B Project 2 Teaching Practice 	
9	<p>10/21 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Reading Fluency Assessment 319-358 • Read Assessing Reading 77-119 • Complete Blackboard Question Assignment <p>10/23 Thursday</p> <ul style="list-style-type: none"> • Read CORE Reading Fluency Instr 359-404 • Complete Research Assignment • Weekly Reflection due 	Fluency
10	<p>10/28 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Reading Specific Word Instr 405-435 • Read Assessing Reading 120-146 • Complete Blackboard Question Assignment • Group A Project 2 Teaching Practice <p>10/30 Thursday</p> <ul style="list-style-type: none"> • Read CORE Reading Specific Word Instr 436-486 • Read Assessing Reading 73-76 • Complete Research Assignment • Weekly Reflection due • Group B Project 2 Teaching Practice 	
11	<p>11/4 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Reading Word-Learning Str 487-505 • Complete Blackboard Question Assignment <p>11/6 Thursday</p> <ul style="list-style-type: none"> • Read CORE Reading Word Learning Str 506-568 • Complete Research Assignment • Weekly Reflection due 	Comprehension
12	<p>11/11 Tuesday</p> <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Reading Word Consciousness 569-606 • Group 5 presentation • Complete Blackboard Question Assignment • Group A Project 2 Teaching Practice <p>11/13 Thursday</p> <ul style="list-style-type: none"> • Complete Research Assignment • Read CORE Reading Comprehension 607-632 • Weekly Reflection due • Group B Project 2 Teaching Practice 	

13	11/18 Tuesday <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Reading Narrative RD 633-647 • Complete Blackboard Question Assignment 11/20 Thursday <ul style="list-style-type: none"> • Read CORE Reading Narrative RD 648-680 • Complete Research Assignment • Weekly Reflection due • Project 3 Portfolio Due 	Reflection
14	12/2 Tuesday <ul style="list-style-type: none"> • Read Tompkins TBA • Read CORE Reading Informational RD 681-742 • Complete Blackboard Question Assignment 12/4 Thursday <ul style="list-style-type: none"> • Read CORE Reading Comprehensive RD Model 743-754 • Complete Research Assignment • Weekly Reflection due • Project 4 EPortfolio Standard 2 due • Professionalism Grade 	
15	Wed. Dec. 10 Project #6Final 1:00-3:20 Must be taken at scheduled time and cannot be made up	

*Graduate Students—RDG 510

Graduate students are expected to complete an extra honors project that will include a semester long action research project in their field experience classroom (includes a context analysis, research question and literature review, interventions, data collection and analysis). During the honors project, the student-researcher must meet with the professor for seminar a minimum of three times. The research projects must be presented to the class by Week 14.

**Professionalism Points Awarded Week 14 (70)

Points	Professionalism
20	Academic enthusiasm shown throughout course *refrains from sleeping in class *refrains from side-bar conversations and disrespectful behaviors (cell phones/texting/complaining about structure of course and assignments/stepping out of class excessively) *refrains from public sarcasm *shows sensitivity to others during discussions
10	Caring attitude towards cooperative teacher and faculty members
10	Communication—keeps those in supervisory roles informed
10	Strong work ethic in class, field experience and during group assignments
10	Demonstrates on-going effort to gain knowledge and skill
10	Comes to class on time and leaves when class is over (consistent pattern of attendance and presence in the class during instruction)

Course Policies

Fieldwork: Required 40 hours, minimum 10 visits (There will be no waivers)

The most critical part of this course will be making a good Field Experience choice and completing your FE in a professional and quality manner. Refer to the Field Experience Letter. You will be asked to select a field experience in the primary grades so that you may observe emerging and beginning literacy behaviors in your students (K-2). In addition, phonics instruction is a required part of the course and according to NCLB research, not appropriate in the upper elementary grades.

Field Experience (FE) Ethics:

- Select a FE teacher you have not worked with in the last two semesters
- Select a FE in a school where you are not getting paid to work
- Select a FE where your family members do not attend the school or work as staff members
- Select a FE in the grade level and content you are being certified in
- Select a FE where you are supervised by a Colorado State Certified Teacher
- Select a FE where the cooperating teacher is supervising you the entire 40 FE hours

Grades:

Each course assignment will be explained in class and in the Homework section of Blackboard. Rubrics for individual assignments will be also posted on Blackboard prior to the due date. Take notes during class when I explain the assignment. If an assignment is not clear, contact me at home (543-1901) or come into my office for clarification (549-2472). *If you ask a classroom peer, make sure they are not passing incorrect information on to you (549-2472).*

Grade Percentages (I do not round up percentages...example: 93.99% is a B)

A (97-100%)	A- (94-96)	
B+ (92-93%)	B (88-91)	B- (86-87)
C+ (81-85%)	C (75-80)	
D+ (72-74%)	D (68-71)	D- (66-67)

Late Assignments:

All assignments are due by the date given in class (due dates below). Late assignments will be pro-rated in the following manner (weekends are counted as days):

Late 1 day 10% deduction of total earned points (TEP)

Late 2 days 15% deduction of TEP

Late 3 days 30% deduction of TEP

Late 4-7 days 50% deduction of TEP

Must be turned in by day 8 (75% deduction of TEP)

Example: A paper worth 10 points is due on June 12. If you hand in the paper on June 13, the total possible worth of your assignment is 9 points. If you turn the paper in on June 15, the total possible worth of your assignment is 7 points. On June 18, if you receive a perfect score, you will gain 5 points in the grade point. After June 20th, your work will not be accepted and you will receive a 0 on the grade book.

Incomplete Grades:

A grade of incomplete will only be assigned if a student and the professor have agreed upon the grade before the end of the last week of classes and will not be assigned merely because work is incomplete. Extraordinary circumstances such as extended illness or death in the family must have occurred for an incomplete grade to be considered. In all

cases, if an incomplete is granted, it is the responsibility of the student to establish a meeting with the professor BEFORE the final class period to complete a contract that outlines a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in “no credit” on those assignments.

Quality of Work

All written assignments will be evaluated as professional writing. Points will be deducted up to 30% of the total assignment for:

- Not following directions
- Poorly written and weak organization
- Excessive spelling, grammar, or punctuation errors
- Run on sentences, fragments, and paragraph organization
- A need for more reflective thinking

Paper Heading:

Sue Pettit

Title of assignment

Date turned in

Page 1(repeat heading on each page as needed)

Check Blackboard Frequently:

Make sure all assignments have been accounted for in the grade book. If the grade book on Blackboard does not agree with your records, see me about it within 2 weeks of the assignment due date. Discrepancies will not be reconciled after that time. It is wise to make copies of all assignments. That way you have a copy for your own records.

Example: You notice that I have not recorded a paper that you handed in late (due date June 21). You must come to me and discuss my error in the grade book by July 5. The late assignment and reconciliation policy also includes tests.

Electronic Portfolio Standard 2

During the course of this class, you will be expected to reflect on and revise Standard 2 of your electronic portfolio. The information for this assignment will come from PROJECT #3, your Lesson Planning and Teaching Project

Additional Reading Suggestions (Colorado Department of Education)

- Cianciolo, Patricia. *Picture Books for Children, Third Edition*. Chicago: American Library Association, 1990.
- Criscoe, Betty L. *Award-Winning Books for Children and Young Adults: An Annual Guide*. Metuchen, NJ: Scarecrow Press, 1990.
- Estell, Douglas, Michele L. Satchwell, and Patricia S. Wright. *Reading Lists for College-Bound Students*. New York: Preneice Hall, 1993.
- Friedbert, Joan Brest, June B. Mullins, and Adelaide Weir Sukiennik. *Portraying the Disabled: A Guide to Juvenile Non-Fiction*. New York: Bowker, 1991.
- Fry, Edward Bernard, Jacqueline E. Kress, and Dona Lee Fountoukidis. *The Reading Teacher's Book of Lists*. 3rd edition. Englewood Cliffs, NJ: Prentice Hall, 1993.
- Gillespie, John T. and Corinne J. Naden, editors. *Best Books for Children: Preschool through Grade 6*. 4th edition. New York: Bowker, 1990.
- Gillespie, John T., editor. *Best Books for Junior High Readers*. New Providence, NJ: Bowker, 1991.
- Gillespie, John Thomas, editor. *Best Books for Senior High Readers*. New Providence, NJ: Bowker, 1991.
- Hirsch, E. D. *Cultural Literacy: What Every American Needs to Know*. Boston: Houghton Mifflin, 1987.
- Horn Book Guide to Children's and Young Adult Books, The*. Boston: The Horn Book. Published twice yearly.
- Kennedy, Day Ann, et al. *Science and Technology in Fact and Fiction: A Guide to Children's Books*. New York: Bowker, 1990.
- Kobrin, Beverly. *Eyeopeners! How to Choose and Use Children's Books about Real People, Places, and Things*. New York: Penguin, 1988.
- Kruse, Ginny Moore, Kathleen T. Horning, Merri V. Lindgren and Katherine Odahowski. *Multicultural Literature for Children and Young Adults: A Selected Listing of Books, 1980-1990, by and about People of Color*. 3rd edition. Madison, WI: Cooperative Children's Book Center, University of Wisconsin at Madison: Wisconsin Department of Public Instruction, 1991.
- Lipson, Eden Ross. *The New York Times Parent's Guide to the Best Books for Children*. Revised edition. New York: Times Books, 1991.
- Miller-Lachmann, Lyn. *Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers*. New Providence, NJ: Bowker, 1992.

Minneapolis Public Library, Children's Services Dept. *Rainbow Collection: Multicultural Children's Books*. 2nd edition.

Minneapolis: The Library, 1992.

Nilsen, Alleen Pace, editor, and the Committee on the Junior High and Middle School Booklist of the National Council of

Teachers of English. *Your Reading: A Booklist for Junior High and Middle School Students*. 8th edition, Urbana,

IL: NCTE, 1991.

Wilson, George and Joyce Moss. *Books for Children to Read Alone: A Guide for Parents and Librarians*. New York:

Bowker, 1988. Wilson, George and Joyce Moss. *Tried and True: 500 Nonfiction Books Children Want to Read*. New York: Bowker, 1992.

Wurth, Shirley, editor, and the Committee on the Senior High School Booklist of the National Council of Teachers of English. 11th edition. *Books for You: A Booklist for Senior High Students*. Urbana, IL: NCTE, 1992.