CURRINS 343 - 001  Teaching of Reading

And 643 - 001  Balanced Literacy

Instructor: Tania Mertzman Habeck
Office: Enderis 343
Mailbox: Enderis 310
Phone: 414-229-4931
Email: mertzman@uwm.edu (best way to contact me)
Office Hour: M 7:40-8:10 and W 3:15-3:45

**Description:** This course is designed to address DPI Proficiency One for Reading Teacher certification. It addresses the current state of instruction and assessment of developmental reading in the K-8 classroom. Research and practice are addressed.

**School of Education MISSION/ VISION**

To provide leadership and inspiration for learning and human development in urban communities.

To become a premier urban school of education recognized for its diversity, and known for excellence in teaching, learning and research.

**TEXTBOOKS:** (can be purchased at Panther Books or online from publisher or other book seller)

Required-

For 343:


For 643:


*Other handouts will be given throughout the course--some readings may be subject to change (with advance notice). Extra Graduate readings on D2L and Electronic Reserve.

**STATEMENT OF SPECIFIC COURSE OBJECTIVES**

Student will be able…

1. To understand the reading process and various models of reading instruction

2. To understand the quality components of a literacy program

3. To research and analyze perspectives on a topic in developmental reading using appropriate sources

4. To understand the value of incorporating reading in various content areas

5. To improve your area of study by understanding ways to implement strong reading components that supports the multiple aspects of literacy development.

6. To work cooperatively as a community of learners

7. To assess K-8 students in reading and use that data to plan instruction

*University Policies:* go to [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)
## EVALUATION PROCEDURES

<table>
<thead>
<tr>
<th>343 Students</th>
<th>643 Undergraduate Students</th>
<th>643 Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Project: 15 points</td>
<td>Assessment Project: 15 points</td>
<td>Assessment Project: 10 points</td>
</tr>
<tr>
<td>Professional Response to Reading</td>
<td>Quizzes/readings responses: total 15 points</td>
<td>Quizzes/readings responses: total 10 points</td>
</tr>
<tr>
<td>(“articles”): total 15 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Book Club” Discussion: 15 points</td>
<td>Midterm: 15 points</td>
<td>Midterm: 10 points</td>
</tr>
<tr>
<td>Lesson Plans: 30 points</td>
<td>Lesson Plans: 30 points</td>
<td>Lesson Plans: 25 points</td>
</tr>
<tr>
<td>Final Exam: 20 points</td>
<td>Final Exam: 20 points</td>
<td>Final Exam: 10 points</td>
</tr>
<tr>
<td>Classroom Observation: 5 points</td>
<td>Classroom Observation: 5 points</td>
<td>Graduate Project: 35 points</td>
</tr>
<tr>
<td><strong>Total: 100 points</strong></td>
<td><strong>Total: 100 points</strong></td>
<td><strong>Total: 100 points</strong></td>
</tr>
</tbody>
</table>
643 ONLY: Weekly Quizzes and/or Reading Responses: After each class, a quiz and/or reading response questions will be posted on D2L. Questions will relate to the readings and/or the last class meeting. Question numbers may vary. These quizzes are designed to make sure you have the necessary professional terms and concepts each week, so we can build on them in future weeks. Also, some questions are from the MTEL (Foundations of Reading) practice test. Concepts like Meaning, Structure, Visual, Shared Reading, Guided Reading, and Interactive Read Alouds will reoccur throughout the course. I hope that by the end of the course, these terms will be easy for you to differentiate and identify for the rest of your career. They should come in handy in planning for your future classroom as well as in interviews. Turn in reading responses to the drop box on D2L.

EVERYONE: Assessment Project – In class students will assess a student with an Informal Reading Inventory (IRI). Data will be provided in class. Students will take notes on scoring sheets (given by the instructor) and will score the IRI. After analyzing not only the numbers but also the behaviors, student will create a summary of the approach to reading exhibited by a child. Summaries will address Meaning, Structure, and Visual as well as Affect. A scoring, analysis, and summary of Qualitative Reading Inventory example will be provided in class.

ASSESSMENTS LETTER GRADE RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting is careful, thoughtful, analytic and reflective</td>
<td>Reporting with some reflection and analysis</td>
<td>Reporting with little reflection and analysis</td>
<td>Absence of analysis and reflection</td>
<td></td>
</tr>
<tr>
<td>Accurate application of knowledge</td>
<td>Mostly accurate knowledge with few inaccuracies</td>
<td>More inaccurate knowledge than accurate</td>
<td>High degree of inaccuracy</td>
<td></td>
</tr>
<tr>
<td>Commentary connects class, experiences and text learning</td>
<td>Commentary sometimes connects class, experiences and text learning</td>
<td>Infrequent connections among class, experiences and text learning</td>
<td>Absence of connections among class, experiences and text learning</td>
<td></td>
</tr>
<tr>
<td>Observations supported with</td>
<td>Some observations with</td>
<td>Minimal support of</td>
<td>Absence of support for</td>
<td></td>
</tr>
</tbody>
</table>
Students will submit six Professional Responses to Readings. Each response should be approximately 1 page in length and written in MEMO format. The piece you choose should be taken from relevant and current research surrounding literacy. You can utilize journals such as: The Reading Teacher, Journal of Adolescent and Adult Literacy, Reading Research Quarterly, etc. Many school libraries carry these for teachers to check out.

Articles may not be taken from class and should not be published more than five years ago. Please attach a hard copy to your write up when you submit your response. Proper APA citation required.

Address the following - How does it relate to your own experiences? Any points in which you strongly agree or disagree? Questions you still have after reading the article. An “ah ha” moment. Other reactions.

Articles will be due one six separate dates throughout the term. Presentations and sharing will occur with each due date. About every two weeks.

343 ONLY: “Book Club” Discussion

* 1 pg. handout due on presentation date

You will be expected to select a book that has a reading/literacy focus that you are interested in.
It should not be something that you have already read, or are currently reading for another course. You will be responsible for obtaining a copy on your own. You will each do a write up and brief presentation >10 min for the class that includes a handout/brochure.

Guideline for write up: Give a general description of the book and purpose: What is the author’s perspective on literacy? What important literacy issues are being investigated or discussed? What kind of data is present, if any? How is it gathered and organized? How does this book relate to anything we have covered in class? Finally, what practical outcomes are discussed that could be potentially applied to your future career? APA style 2-3 page double-spaced

Grad Students will read a book and lead a class or half a class through the information for that day related to the readings and that book.

Everyone: Lesson Plans:

You will plan two lessons for K-8 students during the semester. Plan it either for a classroom you have observed or for one in which you teach. If you prefer, plan it for one of the students in the assessment project. Guidelines: Plan a reading/language arts lesson (30 minutes). Provide a brief description of the setting (grade level, class, number of students, or any other pertinent information). Describe the lesson (objectives, procedures and assessment). How does your lessons tie in with class discussions? APA style, 3-4 page, double-spaced.

One will be due half way through the information of the course and should include something from the first half of class. The second will include something from the second half of the course.

Observation (Undergraduates Only):

Find a school and classroom that is convenient or interesting to you. Observe the reading instruction twice during the class. Take notes on what you see. After you leave, think about how what you observe agrees or disagrees with the readings and classroom discussion. Write up your experience like this:

- Describe what you observed, beginning with a brief description of the setting (grade level, class, number of students, or any other pertinent information).
• Then, describe the lessons, and teacher and student behaviors. For each element you describe, analyze how it agrees or disagrees with the readings and classroom discussion.

• Graduate Project – Graduate students will prepare one perspective for each of four debates on reading subjects during the course. Instructor will give a short list of suggested readings. Prepare a 5 minute formal overview of your side of the argument with your group, and be prepared for a short debate of the issues in response to both sides’ overviews. Graduate students will choose a topic connected to one of the debates and will create a paper on it. Students will also give a small presentation of highlights to the class on the last day we meet. You must have at least seven citations.

643 ONLY: Midterm and Final Exam: Students will do a written response to a question. The midterm will be a half our writing on assessment, and the final will be a full hour on instruction. You will be graded using the scoring rubrics for the Massachusetts Tests for Educator Licensure®.

SCORING RUBRIC FOR SUBJECT TESTS

• Performance Characteristics:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>The extent to which the response achieves the purpose of the assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter Knowledge</td>
<td>Accuracy and appropriateness in the application of subject matter knowledge.</td>
</tr>
<tr>
<td>Support</td>
<td>Quality and relevance of supporting details.</td>
</tr>
<tr>
<td>Rationale</td>
<td>Soundness of argument and degree of understanding of the subject matter.</td>
</tr>
</tbody>
</table>
Scoring Scale:

4 The "4" response reflects a thorough knowledge and understanding of the subject matter.

- The purpose of the assignment is fully achieved.
- There is a substantial, accurate, and appropriate application of subject matter knowledge.
- The supporting evidence is sound; there are high-quality, relevant examples.
- The response reflects an ably reasoned, comprehensive understanding of the topic.

3 The "3" response reflects an adequate knowledge and understanding of the subject matter.

- The purpose of the assignment is largely achieved.
- There is a generally accurate and appropriate application of subject matter knowledge.
- The supporting evidence is adequate; there are some acceptable, relevant examples.
- The response reflects an adequately reasoned understanding of the topic.

2 The "2" response reflects a limited knowledge and understanding of the subject matter.

- The purpose of the assignment is partially achieved.
- There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.
- The supporting evidence is limited; there are few relevant examples.
- The response reflects a limited, poorly reasoned understanding of the topic.
The "1" response reflects a weak knowledge and understanding of the subject matter.

- The purpose of the assignment is not achieved.
- There is little or no appropriate or accurate application of subject matter knowledge.
- The supporting evidence, if present, is weak; there are few or no relevant examples.
- The response reflects little or no reasoning about or understanding of the topic.

The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

There is no response to the assignment.

### Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>343 Students</th>
<th>All 643 Students</th>
<th>Additional for 643 Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Syllabus Overview: Reading Panel, Common Core, RtI</td>
<td>F2F</td>
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<tr>
<td>10-1</td>
<td>*School site/teacher contact due (undergrads)</td>
<td>Phonics and Phonemic Awareness</td>
<td>F2F: read CTW, Ch 5</td>
<td>Words Their Way (WTW), ch. 1 and 2</td>
</tr>
<tr>
<td>10-8</td>
<td><strong>Everyone: Assessment Project Due</strong></td>
<td>343: Classroom Literacy 643: Phonemic Awareness and phonics</td>
<td>Online: CTW, Ch. 2</td>
<td>WTW, Ch. 3 and either Ch. 4 or 5 (sign up for one)</td>
</tr>
<tr>
<td>10-15</td>
<td>*First three articles due (343)</td>
<td>Vocabulary</td>
<td>F2F: CTW, Ch. 3 and 6.</td>
<td>Midterm (online)  Debate: Phonemic Awareness Instruction with older students</td>
</tr>
<tr>
<td>10-22</td>
<td>343: Midterm 643: Word Study in Upper Grades</td>
<td>Online: Midterm (online)</td>
<td>WTW, Ch. 6, 7 and 8 (sign up for one)</td>
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</tr>
<tr>
<td>10-29</td>
<td><strong>Everyone: First Lesson Plan Due</strong></td>
<td>Comprehension</td>
<td>F2F: CTW, Ch 7</td>
<td>Comprehension Going Forward (CGF), Ch. 1 &amp; 2, plus sign up for one of the following: CGF sign up</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Online</td>
<td>Additional Activity</td>
<td>Notes</td>
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<tr>
<td>11-12</td>
<td>Comprehension Online: CTW, Ch 8</td>
<td>CGF sign up</td>
<td>TBA</td>
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<td></td>
<td>Undergrads Only: Observation write up due</td>
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<tr>
<td>11-19</td>
<td>Writing</td>
<td>F2F: CTW, Ch 11 and Finish Book Club write up</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>11-26</td>
<td>Balanced Literacy in the classroom</td>
<td>Online: CTW, Ch 12.</td>
<td>GR ch. 1-3</td>
<td>Debate: Phonics First V. Balanced Literacy</td>
</tr>
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<td></td>
<td>*343 only: Book club write up due</td>
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<td></td>
<td>Everyone: Second Lesson Plan</td>
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<tr>
<td>12-10 (Last Articles due)</td>
<td><strong>Online:</strong> <em>Article presentations</em></td>
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<tr>
<td>12-17</td>
<td><em>Final Exam for ALL (online)</em></td>
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</table>

JAAL = Journal of Adolescent and Adult Literacy

RT=Reading Teacher
Foundations of Reading Vocabulary

<table>
<thead>
<tr>
<th>Venn</th>
<th>beginning level readers</th>
<th>CVC/CVCe/CCVC</th>
<th>evaluating validity of info on internet web site</th>
</tr>
</thead>
<tbody>
<tr>
<td>accuracy</td>
<td>bibliography</td>
<td>decode</td>
<td>explicit instruction</td>
</tr>
<tr>
<td>affixes</td>
<td>book handling skills</td>
<td>derivational suffix</td>
<td>expository text</td>
</tr>
<tr>
<td>alphabetic principle</td>
<td>brainstorming</td>
<td>diagnostic</td>
<td>figurative language</td>
</tr>
<tr>
<td>attention and cognitive resources</td>
<td>cognates</td>
<td>dialog journals</td>
<td>fluency</td>
</tr>
<tr>
<td>auditory discrimination skills</td>
<td>compound sentence</td>
<td>differentiated (means remedial here)</td>
<td>fluent readers</td>
</tr>
<tr>
<td>aural/auditory discrimination skills</td>
<td>compound words</td>
<td>digraphs</td>
<td>freewrite</td>
</tr>
<tr>
<td>author's point of view</td>
<td>comprehension aids</td>
<td>diphthongs</td>
<td>genres</td>
</tr>
<tr>
<td>automatic word recognition</td>
<td>concepts of print</td>
<td>directionality</td>
<td>glossary</td>
</tr>
<tr>
<td>automaticity</td>
<td>consonant clusters/blend</td>
<td>electronic reading books</td>
<td>grapheme</td>
</tr>
<tr>
<td>automaticity in word recognition</td>
<td>content area</td>
<td>emergent/beginning readers (reading levels)</td>
<td>graphic organizers (which to use when)</td>
</tr>
<tr>
<td>background knowledge</td>
<td>contextual cues</td>
<td>engagement of schema</td>
<td>Greek roots</td>
</tr>
<tr>
<td>base words</td>
<td>conventional spelling cues</td>
<td>ESL, bilingual, ELL</td>
<td>guided practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>etymology</td>
<td>Guided Reading</td>
</tr>
</tbody>
</table>
high-frequency sight work
homographs (homophones)
idiomatic expression
independent and instructional and frustration
index
inference
inferring
inflectional endings
inflections
informal and formal assessment
informational texts
initial sounds
interdisciplinary
initial and final consonants
IRI
key elements of a story (characters, settings, main events, etc. - story map/concept map)
key vocabulary
KWL
letter formation skills
letter naming
letter-sound correspondence
level texts v. trade books
literal
literal comprehension strategies
literal comprehension v. inferential comprehension
literary analysis skills
literary response skills
long and r-controlled vowels
lowercase/uppercase letters
main idea/supporting details
main point
metacognition
metacognitive strategies
miscues
modeling
monitor comprehension
morphemes
morphemic structure
motivation
multisyllable words
nonsense words
norm-referenced v. criterion referenced
one-syllable words
onset-rime
oral reading – Running Records
oral reading fluency
oral vocabulary
orthographic rules
outline
paraphrase
parents role in positive attitudes toward reading
persuasive essay
phonemes
phonemic awareness/phonological awareness (PAST sequence good for this)
phonemic substitution
phonetic spelling
phonetically regular
phonics – initial sounds
come before middle
phonics generalizations
phonograms
phonological processing skills (ELL)
plot structure
point of view
portfolios as self-assessment
postreading/pre-reading
predictability in a book structure
predictable text
prediction/predicting
prefix/suffix
pretend reading stories
Primary language
print
awareness/environmental
print/print-rich environment
print tracking/voice-print
match-1-1 correspondence
prior knowledge
proficient reader
purpose
questioning strategies
read aloud/guided
reading/shared reading
reading miscue inventory – Running Records
reading outside of school
reading proficiency
reading rate
receptive and productive language skills (ELL)
regular phonics patterns
regular/common spelling pattern
Reluctant readers
response journals
retelling
scaffolding
schema
scoring rubric
segmenting
consonants and vowels
blending
self-correct
self-monitor
semantic
semantic cues
semantic map
semantic, syntactic
semantic maps
sequencing
sight words
silent and oral reading
comprehension
silent and oral reading fluency
silent letters
single and multiple-syllables
skimming
speech-like phrasing and expressiveness
spelling patterns
story elements
strategies motivation (external v. intrinsic)
strengths/weaknesses of questioning, retelling and other tests
stressed and unstressed vowels
synthesize
synthesizing informational
systematic phonics skills
table of contents
the alphabetic principle
think aloud
Timeline graphic
organizers
tracking
trade books
utterance
validity and reliability
visualize
word analysis
word boundary
word derivations
word families
word identification skills
word web