

EDUC 386: Teaching Reading in the Content Areas Spring, 2010

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Class meeting days: Tuesday
Time: 3:10-4:55
Room: Curriculum Library or Prairie Creek

Course Description

All teachers are teachers of reading. This course aims to support you in your role as a teacher of reading in the content area that you will teach. We begin by discussing what skilled readers do and also by tracing how children move from the stage we call emergent reading to gain the decoding, fluency, vocabulary, and comprehension skills necessary to make meaning from a variety of texts. We will spend time on text analysis and selection so that you will be able to carefully consider the texts that you ask your students to use in their learning: What are the demands that those texts make of readers? What background knowledge and vocabulary are necessary in order to make meaning from the texts? How can you support your students in using these texts flexibly, competently and confidently? Finally, we will consider the crucial areas of motivation and engagement with literacy, and we will learn how to identify and support struggling readers at all levels.

The course is designed to function like a series of in-service experiences. In-class activities will provide you with practice in the skills and strategies we discuss. Class discussions will allow you to explore your own beliefs and understandings of what it means to be a skilled reader and to support your students as readers within your own content area. Readings and written assignments are meant to deepen and extend your understanding and practice of the strategies and ideas we explore in class. The fieldwork component is intended to provide a school setting in which you can observe and interact with children around their reading, and thus gain practice and experience with the strategies that we will learn in the course. (See below for more information on the fieldwork component.)

Most importantly, this course should empower you. My main goal is to help you feel confident in your abilities to support students as they learn through texts in your content area. As the course progresses, I will ask you if I am meeting that goal, and if necessary we will revise the syllabus in order to see that I do.

Course Objectives

As a result of this course, students will be able to:

- Display an understanding of the broad definition of literacy: Literacy includes the ability to read, write, speak, listen, view, and visually represent [Note: This course focuses on only *one* of those six important components of literacy: reading.]
- Use the theory of multiple cueing systems to describe what skilled readers do
- Demonstrate an understanding of the basic components of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension

- Describe several ways in which reading can be integrated into their content area instruction
- Demonstrate an understanding of how to teach comprehension strategies in ways that will support students' reading in their content area
- Analyze texts in order to determine the particular benefits and challenges that they pose to readers, then develop strategies to support students in making meaning from those texts
- Select texts that are supportive of the students in their classes
- Understand and discuss the importance of motivation and engagement to content area reading, and describe strategies to encourage and sustain motivation to read both inside and outside of school
- Begin to consider the power and place of inquiry, new technologies, and visual literacy in content area teaching
- Identify struggling readers and use specific strategies to support their reading in the relevant content area

Course Readings

Required Texts:

- Allen, J. (2004). Tools for teaching content literacy. Portland, ME: Stenhouse.
- Daniels, H. & Zemelman, S. (2004). Subjects matter: Every teacher's guide to content-area reading. Portsmouth, NH: Heinemann.
- Farstrup, A. E. & Samuels, S. J. (Eds.) (2002). What research has to say about reading instruction. Newark, DE: International Reading Association.

Recommended Text:

- Beers, K., Probst, R.E., & Rief, L. (2007). Adolescent literacy: Turning promise into practice. Portsmouth, NH: Heinemann.

Other Assigned Articles and Book Chapters:

Session 1:

Session 2:

- Stahl, S. A. (1992). Saying the "p" word: Nine guidelines for exemplary phonics instruction. *The Reading Teacher*, 45(8), p. 618-
- Clark, K. F. (2004). What can I say besides "sound it out?": Coaching word recognition in beginning reading. *The Reading Teacher*, 57(5), p. 440-

Session 3:

- Rupley, W. H., Logan, J. W., & Nichols, W. D. (1998/1999). Vocabulary instruction in a balanced reading program. *The Reading Teacher*, 52(4), p. 336-
- Allen, J. (2007). Mastering the art of effective vocabulary instruction. In K. Beers, R.E. Probst, & L Rief, *Adolescent literacy: Turning promise into practice*, 87-104. Portsmouth, NH: Heinemann.

Session 4:

- Brown, R. (2002). Straddling two worlds: Self-directed comprehension instruction for middle schoolers. In C.C. Block & M. Pressley, *Comprehension instruction: Research-based best practices*, 337-350. NY: Guilford.
- Annandale, K. (2005). Comprehension instruction: Explicit and multifaceted. In L. Hoyt (Ed), *Spotlight on comprehension: Building a literacy of thoughtfulness*, 46-57. Portsmouth, NH: Heinemann.

Session 5:

- Turner, J. & Paris, S. G. (1995). How literacy tasks influence children's motivation for literacy. *The Reading Teacher*, 48(8), 662-

Session 6:

- Wilhelm, J. D. & Smith, M. W. (2007). Making it matter through the power of inquiry. In K. Beers, R.E. Probst, & L Rief, *Adolescent literacy: Turning promise into practice*, 231-242. Portsmouth, NH: Heinemann.

Session 7:

- Kadjer, S. B. (2007). Unleashing potential with emerging technologies. In K. Beers, R.E. Probst, & L Rief, *Adolescent literacy: Turning promise into practice*, 213-230. Portsmouth, NH: Heinemann.
- Moline, S. (1995). I see what you mean: Children at work with visual information. York, ME: Stenhouse.

Session 8:

- Hall, L. A. (2007). Understanding the silence: Struggling readers discuss decisions about reading expository text. *Journal of Educational Research*, 100(3), 132-141.
- Kesler, K. (2005). "Can I tell you a secret?": Lessons from a resistant middle school reader. In L. Hoyt (Ed), *Spotlight on comprehension: Building a literacy of thoughtfulness*, 511-519. Portsmouth, NH: Heinemann.
- Boardman, et al. (2008). Effective instruction for adolescent struggling readers: A practice brief. Accessed on 9/18/08 from <http://www.centeroninstruction.org/files/Practice%20Brief-Struggling%20Readers1.pdf>
- Knight, M. (2008). The mystery of the struggling reader. Accessed 9/14/08 from <http://www.mspmag.com/education/raisingreaders/raisingreaderssept08/112808.asp>

Written Assignments (Detailed assignment guidelines will be provided separately):

- Text Analysis, which leads into your...
- Lesson Plan that integrates reading instruction into a content area lesson
- Fieldwork assignments (see below)
 - 3 fieldwork summaries
 - Profile of your PCCS student as a learner

Grading

There will be no excused absences (except for death in the family, family emergency, medical leave or medical emergency; in any of these cases, you must contact me to discuss a plan for making up what you missed). If you must miss a field placement visit, you are responsible for working with the classroom teacher to find a time to make it up.

Your active participation in class and in the field visits is essential to the success of this course, and thus it is assumed. Failure to participate will result in a mandatory meeting with me and possible reduction of your grade.

Written Assignments:

Text Analysis: 10%

Lesson Plan: 20%

Fieldwork Summaries: 15% each (3 total)

Profile of PCCS student: 25%

NOTE: All written assignments must be submitted via Moodle.

Course Schedule

NOTE: D&Z refers to Daniels & Zemelman text
F&S refers to Farstrup and Samuels text

Date & Topics	Readings Due	Written Assignments Due
Session 1: March 30 <ul style="list-style-type: none"> • Discussion of our own literacy backgrounds • What is literacy? What do skilled readers do? Definitions and discussion • Theory of Multiple Cueing Systems • Emergent Literacy 	D&Z chapter 1, 2 (discuss in class—bring your book!)	
Session 2: April 6 <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Assessment: Intro to the QRI 	F&S chapter 6 F&S chapter 5 Stahl article Clark article Three strategy sheets on Moodle (“What to do when...”) QRI pages TBA	
Session 3: April 13 <ul style="list-style-type: none"> • Fluency • Vocabulary • QRI continued 	F&S chapter 8 F&S chapter 7 Allen, chapter 7 (from Beers et al) Rupley article	
Session 4: April 20 <ul style="list-style-type: none"> • Comprehension 	D&Z chapter 5 F&S chapter 10 Annandale chapter Brown chapter Allen book	
Session 5: April 27	D&Z chapters 3, 4, 6	Fieldwork summary

<ul style="list-style-type: none"> • Text Analysis and Selection • Orbis Pictus winners • Motivation and Engagement 	<p>Kristo & Bamford chapter and appendixes</p> <p>D&Z chapter 7 Turner & Paris article</p> <p>One Orbis Pictus winner (read and bring to class to share)</p>	#1 (due April 26)
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<p>Session 6: May 4</p> <ul style="list-style-type: none"> • Authenticity • Inquiry • Content area focus 	<p>D&Z chapter 10 Wilhelm & Smith chapter (from Beers et al)</p> <p>One reading related to literacy in your content area</p>	Text Analysis Assignment due
<p>Session 7: May 11</p> <ul style="list-style-type: none"> • New literacies • Visual literacy 	<p>F&S chapter 14 Kajder chapter (from Beers et al) Moline chapters 1, 2</p>	<p>Fieldwork Summary #2 due May 10</p> <p>(Lesson plan assignment due at least 5 days before implementation in the field)</p>
<p>Session 8: May 18</p> <ul style="list-style-type: none"> • Identifying and Supporting Struggling Readers 	<p>D&Z chapter 11 Hall article Boardman, et al reading Kesler chapter Knight article</p>	
<p>Session 9: May 25</p> <ul style="list-style-type: none"> • Teaching diverse learners 	F&S chapter 17	Fieldwork Summary #3 due May 24
<p>Session 10: June 1</p> <ul style="list-style-type: none"> • Wrap up 	D&Z chapter 12	Profile of a Learner Assignment due May 31

Fieldwork Schedule and Assignments

You will be expected to spend 14 hours conducting fieldwork at Prairie Creek Community School. You will make 7 two-hour visits and turn in a fieldwork summary after visits 2, 4, and 6. Your profile assignment is due after the final field visit. The due dates listed can be modified if necessary, but prior discussion with me is required.

Field Visit Dates	Fieldwork summary due dates
Visit 1: Week of April 12	
Visit 2: Week of April 19	April 26 (visits 1-2)
Visit 3: Week of April 26	
Visit 4: Week of May 3	May 10 (visits 3-4)
Visit 5: Week of May 10	
Visit 6: Week of May 17	May 24 (visits 5-6)
Visit 7: Week of May 24	Profile of PCCS student due May 31

Fieldwork Assignments: [NOTE: This is a suggested schedule. You should vary it based on your assessment of the needs and interests of your student, and so that you can complete the profile assignment.]

- Prior to visit 1:
 - Contact your teacher at Prairie Creek. Ask who your assigned student is and what his/her approximate reading level is. (This will help you to determine which QRI passages to use.)

- Visit 1, Week of April 12:
 - Introduce yourself to your assigned student. Spend some informal time getting to know him/her. During this informal time, learn as much as you can about your student as a reader. (I'd suggest bringing something fun to break the ice: a mad lib that you can do together, a word game, trivia cards, etc. Just be sure that whatever you do, you keep it fun and supportive. It shouldn't feel to the student like she/he is being assessed--yet!)
 - Engage the student in a read aloud or other low-pressure activity around text. Use this as an opportunity to learn about your student's abilities and interests.
 - During this first visit, be sure that you discuss literacy as it relates to your content area. You will be planning a lesson that focuses on comprehension in your content area, and your student will find this lesson more engaging if you can tie in to her/his interests.

- Visit 2, Week of April 19:
 - Administer QRI: word lists, then 1-2 passages. With the passages, be sure to time the student and use the running record and the comprehension questions.

- Visit 3, Week of April 26:
 - Based on the results obtained from last week's QRI, administer more passages. Be sure you have found the right level. If appropriate, vary the types of passages (with and without pictures; narrative and expository). [NOTE: if you feel that you have all the information you need from the QRI and would rather administer a different assessment, see Cathy for help.]

- Visit 4, Week of May 3:
 - Based on the results of the QRI, conduct an activity with your student that will support his/her decoding OR fluency (whichever is more appropriate for your student)

- Visit 5, Week of May 10
 - Based on the results of the QRI, conduct an activity with your student that will support her/his vocabulary acquisition or development (in a text related to your area of licensure).

- Visit 6, Week of May 17
 - Implement your lesson plan* with your student. Your lesson plan should support your student's comprehension of text in your area of licensure. Choose the text(s) carefully!

- Visit 7, Week of May 24
 - Use this last visit to redo any failed activities, to gather any further information you need to write your profile assignment, or to try something new related to literacy instruction. Be sure to see Cathy if you have any questions!

*Your lesson plan must be turned in at least five days before you intend to implement it in the field so that I can give you feedback.

You will turn in a reflection on each of these activities, and you will write a paper that describes your student as a learner. (Include observations made during times not working one-on-one.)

NOTE: You will spend about 20-30 minutes of each two hour field visit with your student. For the remaining time, you will do one or more of the following:

- Spend extra one-on-one or small group time with your student, if possible
- Observe the literacy instruction in your student's classroom. Pay particular attention to how your teacher supports decoding/phonics, fluency, vocabulary development, and comprehension.

- Observe your student as she/he works and interacts in the classroom; make written observations that you can use in writing your profile of that student as a reader.
- Observe in other classrooms in order to get a sense of reading instruction at the various grade levels (This will work especially well if your assigned teacher is doing something less related to literacy, such as PE, during your visit). Pay particular attention to how the teacher supports decoding/phonics, fluency, vocabulary development, and comprehension.
- Help teachers with instructional tasks as requested.
- You may choose to contact your assigned teacher and offer to present a minilesson to the class, or to a small group, on some related topic—perhaps a word study, or a poetry reading, etc. If you do this, be sure to include your student in the group.

ALSO NOTE: A copy of your completed profile assignment will be shared with the teacher of your student. You are welcome to ask that teacher for feedback along the way, and/or to ask her to give you comments on a draft of the paper.

Expectations for Fieldwork Summary Assignments:

- Describe the work you did with your student
- Reflect on that work
- Discuss how you are applying what you have learned from readings and course discussions to your work in the field