College of Education  
Oregon State University  
Double Degree Elementary  

TCE 483 Developmental Reading  

3 credits  

Course Description  
Development of pedagogy in teaching of reading to elementary-aged students, including the teaching of vocabulary, comprehension, phonics, fluency and motivation to read. Use of children's literature, assessment approaches, and special needs students are also addressed.

Authorization levels of this class: The class is organized to address literacy teaching from kindergarten to sixth grade. Students are asked to shape course assignments that reflect their first authorization teaching situations.

Conceptual Framework  
This course provides students with a background in reading, literacy, and language development from social constructivist as well criticalist/social justice perspectives. The goals and objectives of the course will reflect Oregon state content standards and assessments; state licensing expectations for teachers of reading; International Reading Association Standards for Reading Professionals; and IRA/NCTE Standards for the English Language Arts. The course leads students to analyze language and literacy development issues from a critical perspective by examining the influences of gender, ethnicity, and socioeconomic status and develop teaching/reading strategies that appropriately match the needs of individual children. Consistent with the College of Education Mission Statement, the course aims to support students’ learning of innovation in the teaching of reading while promoting diversity and a socially just society and world.

Learning Resources  
- Supplemental Packet (purchase at bookstore)  
- Other reading materials related to the miscue analysis will be passed out in class.

Other recommended resources:  

Course Goal  
Students will develop an understanding of a balanced reading program, including its theory and pedagogy.
Learning Outcomes (and related course assignments):
1. Demonstrate an understanding of the reading process (1, 2)
2. Demonstrate knowledge to assess students’ reading behavior and beliefs (1)
3. Demonstrate knowledge to plan instruction based on assessment data (1, 3)
4. Demonstrate knowledge to teach comprehension, vocabulary, and phonics (1, 3, 4)
5. Demonstrate the knowledge of state and national standards, including IRA recommendations, and how to use these standards and recommendations in developing daily lessons (3)
6. Demonstrate ability to create a stimulating classroom literacy environment, including enhancing students’ motivation to read (3, 4)
7. Plan and design effective literacy learning environments and experiences supported by technology (4)

Course objectives related specifically to social justice and cultural competence:
8. Learn to critique children's literature for bias based on race, class, gender, and ideology (4)
9. Develop an understanding of structures, in organizing the literacy classroom, that reflect particular cultural perspectives (3, 4)
10. Develop the ability to pose higher-level thinking questions as well as teach elementary-aged students to pose their own higher-level questions (4)
11. Become aware of the importance of selecting text that reflects students’ experience and text that is provocative and relevant to students’ lives (4)
12. Understand the relationship between culture and language, particularly how this relationship may inform our teaching (3, 4)
13. Demonstrate knowledge to teach reading to students who are English Language Learners (3, 4)

Link to Conceptual Framework, Knowledge Base, and National and State
The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: http://oregonstate.edu/education/accreditation/
1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

The Oregon TSPC Standards embedded in this course include the following:
- Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level. (assignment 1, 2, 4)
- Standard 2: Establish a classroom climate conducive to learning (assignment 3, 4, 5)
- Standard 3: Engage students in planned learning activities (assignment 2)
- Standard 4: Evaluate, act upon, and report student progress in learning (assignment 1, 2)
- Standard 5: Exhibits professional behaviors, ethics, and values (assignment 3, 4, 5)
Course Assignments and Evaluation Criteria

Assignment #1 Miscue Analysis
Students will conduct a miscue analysis of a student who is reading at the independent level. In the analysis, the student will examine the behavior and beliefs of the reader. Students will make instructional recommendations and plans to support the reader based on his or her analysis.

Use the model on the miscue analysis procedure in the ‘supplemental packet’. I repeat: follow this model very carefully and use its suggestions for how to interpret the data. Your final report must include every section contained in the model miscue report.

If any section is missing or if any section is incomplete, the paper will earn zero points. Students may revise initial drafts, resubmit and earn full credit when/if all sections are complete. Students are required to complete this assignment with ‘mastery’, therefore earning full credit. If not, students will receive no points for this assignment.

Note on the reading beliefs interview. Summarize and interpret student's answers to questions. (Do not provide a transcript, or a verbatim reporting, of the interview.) When interpreting student's responses, the report should make judgments about the student showing broad (or narrow) conceptions of the reading process, or functional (or dysfunctional) behaviors as a reader (five points) You should go to the External Links to find the interview questions as well the explanation for conducting the interview and how to interpret this data.

Note: Summarize the behaviors and beliefs of the reader. In what ways does this reader exhibit effective behaviors and beliefs. In what ways does this reader exhibit ineffective behaviors and beliefs. List and briefly explain at least three teaching strategies or student activities to support this reader's development. The strategies must relate, or reflect, the description of the student’s behaviors and beliefs.

Assignment #2 Small Group Presentation
On one occasion, students will do a presentation to their peers on a topic that is related to the teaching of reading. A good source of topics is back issues of The Reading Teacher, which you can find through the OSU Valley Library website. One suggestion for finding a topic is to simply leaf through the table of contents of several issues and find a topic that seems interesting or relevant to your needs. Read the article, find several other related sources and…voila, you will have adequate information to sustain a 25 minute presentation. Or…ask your cooperating teacher for her/his files on the teaching of reading. Look for file/topic that is interesting to you, and this can be your topic for the presentation.

You can access The Reading Teacher by following the following procedure:
  a. Go the ‘Library’ website
  b. Click on ‘find it’ (upper left)
  c. Click on ‘e journals’
  d. Type ‘reading teacher’
  e. Click on ‘academic search premier’
  f. Bingo…click on just about any year and browse through journal titles until something looks interesting to you

The Reading Teacher is an incredible resource and, here, free to you as a student at OSU. Articles are available about one year after publication (so the 2011 year journals are not available on line yet).
  a. The length of each presentation is approximately 25 minutes. If you finish before 25 minutes, you should continue talking with your audience about the topic.
b. The expectation is that presenters become authorities on their topic. The goal of presenters is to teach their audience about the topic. Presentations can be structured like a workshop (in which participants are learning some teaching method or procedure by doing it); presentations can be more didactic (in which the presenter is giving information); presentations can be theoretical (in which presenter poses ideas and questions and engages the group in discussion); or presentations can be some combination of the above.

c. **Presenters research topics that are new to them.** Do not re-present a report that you have done previously for another course.

d. Presenters will have a hand out, for their audience and the teacher, that summarizes or contains the important information of the presentation. The hand out may be as brief as a one-page summary of the key ideas with accompanying bibliography. Summaries are typed. **Post your hand-out on a forum set up for this on the Discussion Board.**

Assessment: Presentations that meet the above criteria will earn 10 points. If any of the above criteria are not met, points will be deducted. (Students self-assess this assignment)

**Assignment #3 Comprehension Lessons**

Students will write two comprehension lessons, on any of the seven strategies described in the Cooper book. Students should try to use a piece of children’s literature as the text in the teaching of the strategy. Sample lessons will be demonstrated in class. Also see Cooper for other sample lessons.

Students need to write and teach two lesson plans. Students can teach their lesson to the whole class, small group, or individual students. Students should turn in a reflection paper as it relates to their teaching of these lessons: **What parts of the lessons went well? What did not go well? What adjustments to my teaching would I make if I taught this lesson again?** This reflection paper should be approximately one-page typed, double spaced for each lesson.

To earn full credit, students need to write and teach two lessons, include all the lesson components indicated in the sample lessons in the Cooper book; teach both lessons to a the whole class, small group or individuals; and generate a reflection paper on the lessons; and the reflection should respond to the prompts listed above.

**Assignment #4 Readings and Classroom Participation**

Students are expected to participate in classroom discussions, activities and role plays. This is a crucial part of the class. **Students who miss class will be required to engage in readings/written reflections that mirror the topics that were examined in class the day of the absence.**

All postings and responses to peers must be made by the date indicated for the reading (see BB Discussion Forum, which lists week by week what videos/readings to do and where these texts are found).

How much to write in your posts? The teacher will indicate on a case-by-case basis if students need to adjust the quality or quantity of their posts.

**Point Values for Assignments:**

1. Miscue analysis..................20
2. Small group presentation......15
3. Comprehension lessons...... 20
4. Readings/participation.........35
5. Final exam..........................10
Grading scale:
- 94-100.......A
- 90-93..........A-
- 87-89..........B+
- 80-86..........B
- 77-79..........C+
- 70-76………C
- 60-69………D
- under 60……F

**Students with Disabilities**
Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should be aware of, or who needs special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, and no later than the first week of the term. Class materials will be made available in accessible format upon request.

**Link to Statement of Expectations for Student Conduct**
http://oregonstate.edu/admin/stucon/achon.htm

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit **Avoiding Academic Dishonesty**, or contact the office of Student Conduct and Mediation at 541-737-3656.

**Conduct in this online classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

**Course Schedule**

Notes: each class will begin with read aloud and its critical analysis.

**Week One:** review syllabus; KWL; what really matters in the teaching of reading; teaching reading from varying theoretical perspectives; components of balanced reading program; the read aloud; response activity; higher level questioning in reading; schema theory

**Week Two:** miscue analysis project; phases of reading process (pre reading, during reading, post reading); comprehension teaching lesson (Hoyt video); cueing systems/miscue analysis; reading interview
- *have read Cooper Chapter Three (prior knowledge)
- *have read ‘fairy tales’ article, found on ‘course documents’

**Week Three:** more on miscue analysis project/analysis of miscues; text structure and graphic organizers; teaching skills; guided comprehension (Hoyt video)
- *have read Cooper Chapter Four (How to teach strategies for constructing meaning)
• *turn in reading interview

**Week Four:** guided reading/small group instruction; teaching early literacy (including phonics); the daily five; the reading conference
  • *have read Cooper Chapter Five (early literacy) OR Chapter Six (intermediate grades)...your choice; post response on BB Discussion Forum
  • *have read ‘on the margins’ article, found on ‘course documents’

**Week Five:** fluency (Allington video); literature discussion/literature circles; DRTA; teaching literary elements; more on analyzing miscues and teaching interventions
  • have read ‘CLreaderresponse’ article, found on ‘course documents’

**Week Six:** daily five; individual small group presentations; more guided reading (video)
  • have read Cooper (pages 33-37; guided reading on 410-415)
  • another reading, tba

**Week Seven:** reciprocal teaching; vocabulary; individual small group presentations
  • turn in critique of bias paper
  • have read Cooper Chapter Nine (Helping Struggling Readers)
  • another reading, tba

**Week Eight:** readers workshop; individual small group presentations; critical literacy and young children
  • have read Cooper (pages 416-top 420)
  • miscue project due

**Week Nine:** more comprehension (Duke video); work on critique of bias paper; setting up class library

**Week Ten:** individual small group presentations; discussion of dialect and forms of English (Delpit article); final exam
  • have read Delpit article; turn in 3-2-1 response