



School of Education  
College of Professional Studies  
**University of Wisconsin - Stevens Point**

## **EDUC 718: Core Components of Teaching Reading**

Spring Semester 2020

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*No one cares how much you know, until they know how much you care. ~ Theodore Roosevelt*

### **Course Overview**

Effective reading instruction requires teachers to understand and integrate assessment, planning and instructional strategies in connected and developmentally appropriate ways. Within an online professional learning community, this course *introduces* participants to how a research-informed knowledge base, of the **core components of reading**, supports their understanding and application of effective literacy instruction. Assigned readings are organized in the elements of explicit instruction. This method allows all participants to explain (what), support (why), and apply (when & how) literacy practices related to their specific teaching-learning environment and/or future practice. The [ELA-CCSS](#) and other content standards anchor teaching activities. Course learning outcomes and assessments are embedded in the [InTASC Teaching Standards](#) (with a focus on standards 4, 6-8, 9&10); outlining what teachers should be able to do, know, and act (dispositions). Course participants are expected to follow the CPS-PEP [SOE Teaching Dispositions](#).

### **Course Materials**

Honig, B., Diamond, L & Gutlohn, L. (2018). *Teaching reading sourcebook*. (3<sup>rd</sup> ed.). Oakland, CA: Core Literacy Library. (UWSP Bookstore Rental)

### **Essential Professional Development**

This course contains relevant, useful content and activities. It is structured to provide a bridge between research and practice, making explicit instruction easier to understand. Research on effective professional development stresses how collaborative learning environments develop communities of practice and collective work. Darling-Hammond and Richardson's 2009 research paper *Teacher Learning: What Matters?* shares that a professional learning community, online or in person, should:

1. Deepen a teacher's knowledge of content and learn how to teach it to students.
2. Help a teacher understand how students learn content and strategy.
3. Enable a teacher to acquire new knowledge, apply it to practice, and reflect on the results with others.
4. Is collaborative and respects other views, and shares their ideas supported by classroom-based theory and/or research.

## University and Department Policies

The following requirements and information align with university and SOE department policies. To receive an acceptable grade in this course, active participation in each module (according to the schedule) is required. Active participation includes reading required material, applying the methods shared in that material, next steps (reflection) within course activity, assignments, discussions, etc.

- Review the [SOE Teaching Dispositions](#), specifically responsibility for self and fostering collaborative relationships. Keeping it simple, let's agree that:  
**reading assignments and activities should be completed on time. To receive full points for completed assignments and discussion posts – follow the schedule. Late posts and assignments will receive point deductions (instructor's discretion). See Professional Responsibility (p. 5).**
- complete assignments on time but understand that an assignment completed no more than 1 week late can receive no more than 50% of the points possible.
- recognize the fact that I must RECEIVE a C- or better in this course (see Teacher Certification and Academic Standards) – failure to earn a C- or higher will result in repeating this course.
- know the UWSP BILL of RIGHTS & RESPONSIBILITIES as a set of expectations developed for all students and instructors at <https://www.uwsp.edu/stuaffairs/Pages/default.aspx>
- understand that academic misconduct is a serious matter and that the policies can be accessed at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- register with Disability Services Office if I need specific accommodations and inform the instructor of accommodations needed to be successful in this course  
<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>

## Assignments & Grading Scale

Assignments	Points	Grade
Assignment 1: Read & Share	100	200-186 A 185-178 A-
Assignment 2: Assess-Plan-Teach	30	177-170 B+ 169-155 B
Assignment 3: Observation	30	154-147 B- 146-139 C+
Assignment 4: Questions for Professor	20	138-124 C 123-116 C-
Participation	20	115-108 D+ 107-93 D 92-85 D-

## Assignment 1: Read & Share

**Learning Outcome:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (Standard #10: Leadership and Collaboration).

**Learning Goals:** 1) Teachers read a comprehensive reading instruction resource to develop the what, why, when and the how of research-based practices. 2) Teachers use comprehension and collaboration strategies to document required reading and participate in online group discussions.

**Directions:**

1. **Read it.** Enjoy reading chapters 3 & 4, 5, 6 & 7 or 8, 10 & 11, and 15 in your Teaching Reading Sourcebook (TRS) and 2 more assigned readings (TBD). You have a “module” week to read each chapter and 2 readings, track learning, then post comments to your group’s discussion area. The instructor will place everyone in a designated group. Go into your group’s discussion area only (well, you can go into other areas and do a read-a-bout, but you are not obligated to do so). There are 4 Read & Share groups.

Module 3: Chapters 3 & 4

Module 4: Chapter 5 and another reading (TBD)

Module 5: Chapters 6 & 7 or 8

Module 6: Chapters 10 & 11

Module 7: Chapter 15 and another reading (TBD)

2. **Track it.** To provided evidence of your reading and to support group discussion, complete a 1-page organizer, below, for each TRS chapter and 2 required readings. Type in your what, why, when, and how that you want to hang on to. The questions section offers a space to hang on to questions you might want to ask the professor, etc. and reference section, for further reading or interesting resources.

I will provide a “start-up” sample of a WWWH Organizer in Module 3 for the Chapter 3: Print Awareness. Use the contents of your organizer to support your what you share in your group discussion area related to your chapter readings.

Chapter & title:			
WHAT?	WHY?	WHEN?	HOW?
<b>Questions I still have:</b>			
<b>References (other readings and/or materials I plan to investigate):</b>			

3. **Post it.** Upload your organizer (I will check completed organizers within your posts and enter points accordingly) and then comment on what matters most to you. Think about: what really grabbed you (something you didn't know before or maybe an AHA moment)? Think about your "now" teaching situation (if applicable) or for a "later" teaching position. In other words, I believe .... So I will.....

**Post and Respond by every Saturday in each module (Modules 3-7).** If you post early, continue to check back and respond accordingly. Posts and responses are short and sweet (1-2 paragraphs). Respond to each of your group posts by providing specific feedback and suggestions from the readings, teaching, professional development, personal experiences, etc.

4. **Try it.** Decide what you might want to try out (for Assignment #2).

**Assignment 1 Assessment:** Organizers are at least 1 page in length to receive full points. Post organizers within each discussion posts. I will add points to the graded area at the end of each module (Saturday). 10 Organizers @ 10 points each \_\_\_\_/100 Points

### **Assignment #2: Assess-Plan-Teach**

**Learning Outcome:** The teacher understands and uses assessment to plan and teach to engage learners in their own growth, monitor progress, and plan next steps with learner (modified InTASC Standards #6: Assessment, #7: Planning & #8: Instruction).

**Learning Goals:** Teachers plan and teach a guided reading lesson based on a student's literacy needs and strengths (assessment) and support students in self-regulation of a specific strategy to learn content.

#### **Directions:**

1. **Assess.** Choose an appropriate informal assessment (i.e., PA assessment, COP, fluency assessment, etc.) and/or a formal assessment already on file based on an activity in your TRS. If you are looking for or using another assessment, I can support you with that – go into QUESTIONS (Assignment 4) discussion area – this would count as one of your questions!
2. **Plan.** Copy and plan an activity from a chapter in TRS (located in the "How" sections). Read through the lesson, taking notes and highlighting teacher language, added ideas.
3. **Teach & Assess.** Teach the lesson. Write in observations of student learning in the assessment section or back of activity.
4. **Upload.** Upload the lesson you copied, with notes and any other applicable materials, and what you plan to do next for points earned. This lesson is due by Friday, 3/13 (end of module 8).
5. **Feedback.** Provide feedback to 3 of your peer's lessons. Please comment on posts that do not have feedback before replying to a post with comments.

**Assignment 2 Assessment:** 30 Point Assess, Plan, and Teach Rubric. \_\_\_\_/30 Points

### Assignment 3: Observations

**Learning Outcome:** The teacher understands the concepts, tools of inquiry, and structures of the discipline(s) [literacy] he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners (InTASC Standard # 4: Content Knowledge).

**Learning Goal:** The teacher observes and documents a reading specialist or Title I teacher teaching moves during a small group guided reading lesson.

#### **Directions:**

1. **Observe.** Plan to observe a reading specialist or Title I teacher (they may have a different title, but this person should have their 316 Reading License and/or 17 Reading Specialist License).
2. **Evidence.** Write down your observations (include your questions, comments, discussion, etc.).
3. **Share.** Simply share your observations – take-aways and connections – in the discussion area: **OBSERVATION** during module 7.
4. Respond. Read other observations. Respond to 3 other observation posts during module 7.

**Assignment 3 Assessment:** Completed observation evidence is posted and responds to 3 other posts, during module 7 to earn 30 points. \_\_\_\_/30 Points

### Assignment 4: Questions for Professor

**Learning outcome:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of learners (InTASC Standard #9: Professional Learning and Ethical Practice).

**Learning Goal:** The teacher engages in conversations with the reading professor based on questions related to reading instruction.

#### **Directions:**

1. **Think.** What questions do you still have? As we know, there are no “stupid” questions. Each of you comes from a different experience and have different plans for future teaching.
2. **Post & Ask.** Questions for me can be geared toward more of what you need. You can post your 4 questions at any time throughout this course to the discussion area thread: **QUESTIONS**.
3. . If it deals with literacy, I will probably know most of the answers (and if I don't, I will find someone who does) and/or where you can go for more information.
4. **Respond back.** Let me know how it worked out or that you did/or didn't find what you were looking for.

**Assignment 4 Assessment:** Post 4 teaching reading questions, read reply by professor and respond, throughout this course.

## Participation

### **Participation Directions:**

1. Related to professional responsibility (InTASC Standards #9&10), participation is probably the most difficult part of an online 8-week course. For this course to function at top speed, everyone needs to commit to following the contents of the schedule below.
2. We all have very busy lives, so postings are scheduled between Wednesday-Saturday. This way, it gives you time to read TRS, explore other resources (articles, videos, etc.), and then post. Each assignment explains the required post and/or a specific number of responses (feedback). Follow the directions in each assignment.
3. If you are late in posting and/or your response/feedback – make sure to go into the respective post and let everyone know (I will see this as well, of course). Keep discussion posts and feedback, for all assignments, 1-2 paragraphs.

**Assessment:** To receive full points for participation in this course, staying on schedule with discussion posts and responses are essential. \_\_\_\_/20 Points

### **Schedule (Modules 1 -8)**

Modules follow the academic calendar of weeks 1-8. Learning modules begin on Sunday and end on Saturday, except 1 & 8. **Module 1 & 2** provides time to settle in through written introductions, light reading, and get your hands on the course textbook. **Module 8** is devoted to catching up on posts (if necessary) and completing assignment 2.

TRS = Teaching Reading Sourcebook

### **Module 1: 1/21 (Tu) – 1/25 (Sa)**

Prior to module 2, you will need to:

1. Obtain a copy of the course textbook *Teaching Reading Sourcebook* (TRS) by Honig, Diamond & Gutlohn. \*update – prior to module 3 😊
2. Read the introduction “The Big Picture” in TRS (the scanned version was sent via email, in the announcement area, and now, in module 1).
3. Introduce yourself briefly, in written form, in the discussions area. I print your introductions off and refer to them as I respond to your assignments, discussions, questions, and so forth.

### **Module 2: 1/26 (Su) – 2/1(Sa)**

Prior to module 3, you will need to:

1. Choose, copy, and complete an interest inventory (yes, you answer the questions!). It’s nestled in the INVENTORY discussion post. Then, using the same inventory, try it out on a student or friend. Talk about the inventory. Compare interests, etc. Respond to the questions in discussion post by 2/1. Please share an interest inventory and/or reading surveys you think others might use.

2. Read Cambourne's Conditions of learning article. It's an oldie but a goodie. It will set you up for an activity during module 4. Simply read the article and take a few notes on each condition.
3. Your course textbook, Teaching Reading Sourcebook (TRS) should in your hands by the end of this week/weekend. Preview it and prepare for Module 3.

### **Module 3: 2/2 (Su) – 2/8 (Sa)**

OK! Now that everyone is on board and we have our TRS in hand, let's give it! We will lightly breeze into this module as we:

1. Read Chapter 3: Print Awareness & Chapter 4: Letter Knowledge AND complete the chapter organizers. Post to your group's discussion board. Use the chapter organizer as a springboard for your post and upload for completion points. **(follow directions for Assignment 1)**
2. Make sure to share your posts and reply by Saturday (end of each module) concerning Assignment 1. Again, if you post early, go back a few days later to respond to your group's posts.
3. View the videos and other resources. These are important. They support your online discussions with your group, instructor, and all assignments.

### **Module 4: 2/9 (Su) – 2/15 (Sa)**

1. Read Chapter 5 and another reading (TBD). Post to your group's discussion board. Use the chapter organizer as a springboard for your posts. See Assignment 1 for more information.
2. View the videos and other resources. These are important. They support your online discussions with your group, instructor, and all assignments.
3. Complete Cambourne's Conditions for learning activity.
4. Start posting your questions to the professor. **(follow directions for Assignment 4)**

### **Module 5: 2/16 (Su) – 2/22 (Sa)**

1. Read Chapters 6 & 7 or 8. Post to your group's discussion board. Use the chapter organizer as a springboard for your posts. **(Assignment 1)**
2. View the videos and other resources. These are important. They support your online discussions with your group, instructor, and all assignments.
3. Continue posting your questions to the professor. **(Assignment 4)**

## **Module 6: 2/23 (Su) – 2/29 (Sa)**

1. Read Chapters 10 & 11. Post to your group's discussion board. Use the chapter organizer as a springboard for your posts. (**Assignment 1**)
2. View the videos and other resources. These are important. They support your online discussions with your group, instructor, and all assignments.
3. Continue posting your questions to the professor, if you still need to. (**Assignment 4**)

## **Module 7: 3/1 (Su) – 3/7 (Sa)**

1. Read Chapter 15 and another reading (TBD). Post to your group's discussion board. Use the chapter organizer as a springboard for your post. (**Assignment 1**)
2. **Assignment 1: Read & Share is completed.**
3. Post **Assignment 3: Observations** to the OBSERVATION discussion area. Respond to other posts. (follow directions for **Assignment 3**)
4. Finish posting your questions to the professor. (**Assignment 4**)

## **Module 8: 3/8 (Su) – 3/13 (Fr)**

This module wraps up our time together. It is devoted to catching up on posts (if necessary) and completing assignment 2.

1. Finish up your posts. Let the instructor know, your group, or anyone else if you are behind on something.
2. **Upload Assignment 2: Plan-Teach-Assess is completed** by Friday. (follow directions for Assignment 2)
3. **20 Participation Points.** If there was an issue with participation, the instructor will email the teacher, individually, for tact and privacy.

I will see most of you in EDUC 715: Application and Analysis of Reading Instruction. We will dig into subject area reading, curriculum components of reading, and assessments. Enjoy the 1-week break!

### References

Darling-Hammond, L. & Richardson, N. (2009). Teaching learning: What matters? *Research Papers in Educational Leadership* 66(5), pp. 46-53.