DEPARTMENT OF EDUCATION'S MISSION

Our mission is to research, teaching and learning, and to develop caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families and the community. We expect our graduates to be leaders in their schools as well as advocates for democracy and social justice.

COURSE TITLE: EDUC 415 (2337-0101) & EDUC 615 (2356-0101)

MATERIALS FOR TEACHING READING

Dates: August 30- December 6, 2006
Days/Time: Wednesday 7:10-9:40 pm
Class Location: TBA
Credits: 3
Course Website: www.umbc.edu/blackboard

Instructors: Dr. Patricia A. Young & Janise Layne
Office: Academic IV, A Wing, Room 429
Office Hours: By appointment
Telephone: (410) 455-3902
E-mail: pyoung@umbc.edu

COURSE DESCRIPTION

Course Description: This course is designed for pre-service and in-service teacher candidates. Candidates will use criteria consistent with findings from literacy research to select, evaluate, and compare instructional programs and materials for teaching reading. They will become proficient in enabling students to become strategic, fluent, and independent readers and writers using a variety of children’s literature, informational texts and other materials. Candidates will be prepared to involve parents and members of the school and surrounding community to promote literacy practices and development both inside and outside of school.

COURSE OVERVIEW

The objectives identified for this course are required reading course guidelines for elementary, early elementary and special education that come from the Maryland State Department of Education Division of Certification and Accreditation, Office of Reading First. This course adheres to the knowledge base for elementary teachers of reading as outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC), Maryland Voluntary State Curriculum (MVSC), Maryland Teacher Technology Standards (MTTS) and the Association for Childhood Education International (ACEI). Also, this course supports the UMBC Department of Education’s Conceptual Framework and the department’s mission. Elements of the eight integrating curriculum themes associated with this framework are incorporated in the objectives stated for this course. These include 1) inquiry and reflection, 2) diverse learners, 3) professional dispositions related to belief systems, 4) teaching for understanding, 5) technology enhanced learning and instruction, 6) ongoing performance assessment, 7) collaboration for learning and 8) research on teaching and learning.

COURSE MATERIALS

2. Reading materials posted to blackboard website for download or distributed in class.
3. Children's Literature as needed
   It is assumed that the text and handouts will be read as assigned prior to a class meeting. From time to time, additional readings will be provided in class, placed on reserve at the library, or made electronically accessible. You will be responsible for these materials.

COURSE OBJECTIVES & OUTCOMES

1.0 PERFORMANCE OBJECTIVE(S)*: Selecting and Evaluating materials INTASC 7, 8
Participants will use criteria consistent with the findings of scientifically based reading research to select, evaluate, and compare instructional programs and materials for teaching reading that are consistent with the findings of scientifically based reading research.

Essential Knowledge/Skills:
M I.1 Selecting, organizing, and evaluating text that supports the development of the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) including but not limited to: Decodable text; Controlled vocabulary text; Informational text; Technology documents; Functional text; Literary text. MTTS IV
M 1.2 At least two core, comprehensive reading programs evaluated for their allegiance to research-based principles of instruction in phonological awareness, phonics and word study, word recognition accuracy and fluency, passage reading fluency, vocabulary, comprehension skills and strategies, and language instruction
M 1.3 Supplementary materials and approaches for strategic and intensive intervention phonological skills, phonics, word recognition, passage reading fluency, vocabulary, language, and/or comprehension skills and strategies
M 1.4 The alignment of the instructional components of the core reading program with Maryland Voluntary State Reading and Language Arts curriculum (VCS)
M 1.5 Research based independent sources for reviews of materials, methods, and programs
M 1.6 Evaluating the quality of children's literature by using appropriate criteria for specific genres
M 1.7 Selecting classroom materials that integrate a variety of technology and media resources, multiple genres, and diverse cultural and linguistic backgrounds to support content area reading
M 1.8 Selecting, organizing, and evaluating materials to determine if they are appropriate to Instructional purpose (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension)
Developmental level; Student's interest; Diverse cultural and linguistic backgrounds; Gender; English Language Learners (ELL); Gifted and Talented (GT); Special education; At-risk populations. INTASC 3
M 1.9 Understanding and using appropriate leveling systems

2.0 PERFORMANCE OBJECTIVE(S)*: Developing Independent Readers  INTASC 2, 7,
Participants will use a variety of texts and other materials to encourage students' motivation, interests, and independent reading habits.
Essential Knowledge/Skills:
M 2.1 The variety of texts (narrative, expository, reference, etc.) that should be in a classroom library and a method for organizing and presenting them
M 2.2 Incentive programs and classroom practices that promote wide reading
M 2.3 Theoretical principles of motivation that support independent reading
M 2.4 Features of text organization and formatting that are “student friendly” and that support comprehension
M 2.5 Selecting and using appropriate materials that scaffold readers from developing to fluent reading and help students self-select material to match their independent reading level

3.0 PERFORMANCE OBJECTIVE(S)*: Involving the Community  INTASC 10
Participants will work collaboratively with parents and members of the school and surrounding community to promote daily reading of varied text in school and outside of school.
Essential Knowledge/Skills:
M 3.1 Collaborating with school-based teams to identify, select, and evaluate children's literature and other material that meets students' reading needs and interests
M 3.2 Parent-school and school-community support programs that promote independent reading and parent involvement in children's reading
M 3.3 Materials that support core and supplemental instruction that parents can use at home
M 3.4 Assisting parents and caregivers to learn to select quality children's literature and other materials that meet student's reading needs and interests to fluent reading and help students self-select material to match their independent reading level

4.0 PERFORMANCE OBJECTIVE(S)*: Establish and Manage the Literacy Environment  INTASC 5
Participants will plan and or establish and maintain an organized print-rich classroom
Essential Knowledge/Skills:
M 4.1 Children's literature and other materials for establishing a print-rich environment that supports literacy instruction to include: Organized classroom library; Literacy centers; Technology/media
M 4.2 Planning and/or managing a print-rich environment that effectively supports student's instruction and independent levels, interests, motivation, and positive attitudes about literacy that includes: Areas appropriate for whole and small group instruction; Areas for independent practice; Easy access to a wide variety of reading materials

COURSE POLICIES/ASSIGNMENTS & ACTIVITIES
The class will include lectures, discussions, group activities, student presentations and opportunities for critical analysis of attitudes and beliefs. Students will be expected to fulfill the following requirements:

1. Participation/Attendance: Students are required to attend class sessions regularly, be punctual, participate in class discussions and activities, and submit in-class assignments. EXCESSIVE LATENESS AND FREQUENT ABSENCES WILL COUNT TOWARDS DEDUCTIONS IN YOUR FINAL GRADE.

2. Instructional Materials Critique:
Read the chapter Basal Readers and Instructional Materials by Vacca et. al, (2006) (Chapter handed out in class). Then review the following website: History of Children's Literature: A Path Finder - http://ils.unc.edu/~prier/KidLit/
Write a one page single spaced critique about the history of instructional materials and websites.

A critique is achieved by responding to 3 or more examples from the reading selection(s) and developing a critical response. The critical response should include a combination of the following: an analysis of the context, personal comments, critiques, reflections, and/or questions (no more than 2 questions). These responses should include the following specifications (typed, 1 page, 8 1/2 x 11, single spaced, 10 to 12 pt type, e.g., Times New Roman). A hardcopy should be submitted to instructor. CRITIQUES ARE DUE ON THE DUE DATE OR ONE WEEK LATER. LATE ASSIGNMENTS WILL “NOT” BE ACCEPTED. PLEASE MANAGE YOUR TIME IN COMPLETING CRITIQUES.

3. Website Critique. Survey several of the websites under “Other Useful Websites” listed on the syllabus. Write a critique of how these websites promote literacy education through scientifically based reading research. 1 page single spaced typed. CRITIQUES ARE DUE ON THE DUE DATE OR ONE WEEK LATER. LATE ASSIGNMENTS WILL “NOT” BE ACCEPTED. PLEASE MANAGE YOUR TIME IN COMPLETING CRITIQUES.

4. Digital Literacy Project & Presentation: This is a personal storybook of how literacy was acquired for you in your home, school and/or community. The digital story book must tell a story and have a beginning, middle and end. You can use any of your own resources to include in this project. This project will be presented in 5 minutes to the class on the designated day(s). Further details and a rubric will be provided. LATE ASSIGNMENTS WILL BE SUBJECT TO GRADE DEDUCTIONS.

5. Leveling Systems Critique. Read several articles/chapters/pamphlets/reports related to leveling systems and respond with an extensive critique. THIS ASSIGNMENT WILL NOT BE ACCEPTED AFTER ITS DUE DATE!

6. Classroom Literacy Project/Paper: To be determined

7. Genre Critiques: Student's read children's literature over the course of the semester and construct genre critiques. (1 page SINGLE SPACED typed). A hardcopy should be submitted to the instructor. Bring the books you read to class and share it briefly. Details and a rubric will be provided.

picture books -- poetry -- traditional literature -- nonfiction -- The fiction family
Special instructions: (1) Choose 3 of the 5 genre critiques to respond to with a written genre critique. Two of the books must be multicultural and/or international. Use the internet, the textbook or the CD that accompanies the textbook to verify that the children's book is multicultural or international. (2) 1 of the 3 books must be novel.
Further details and a rubric will be provided. Due on the due date or the week after only. BRING YOUR BOOKS TO CLASS SHARE WITH YOUR CLASSMATES. LATE ASSIGNMENTS WILL “NOT” BE ACCEPTED. PLEASE MANAGE YOUR TIME IN COMPLETING CRITIQUES.

Check out the International Children’s Digital Library for books online -- http://www.icdlbooks.org/index.shtml

Journals & Newspapers of Interest: Reading Research Quarterly; The Reading Teacher; Journal of Adolescent & Adult Literacy; Reading On-Line; Reading Today

Suggested Professional Organization Websites:
www.ira.org (International Reading Association)
www.nrcanline.org (National Reading Conference)
www.ncte.org (National Council of Teachers of English)

Important Websites:
http://www.marylandpublicschools.org/MSDE (Maryland State Department of Education)
http://www.mdk12.org/mspp/vsc/index.html (Maryland Voluntary State Curriculum)
http://ebbs.english.vt.edu/chla/links.html (Children's & Young Adult Literature & Culture Links)
http://www.ccsso.org/ (Council of Chief State Schools [INTASC STANDARDS])
http://www.udel.edu/bateman/acei/ (Association for Childhood Education International)

Other useful websites:
U.S. Department of Education Reading First Homepage
http://www.ed.gov/offices/OESE/readingfirst/


Report of the National Reading Panel: Teaching Children to Read April 2000. http://www.nationalreadingpanel.org


Analysis of Reading Assessment Instruments for K-3 http://idea.uoregon.edu/assessment/index.html

The Consumer’s Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis (March 2003) http://reading.uoregon.edu/appendices/con_guide_3.1.03.pdf

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) http://dibels.uoregon.edu/

Planning and Evaluation Tool for Effective Schoolwide Reading Programs. http://reading.uoregon.edu/logistics/pet_tool.pdf

Big Ideas in Beginning Reading http://reading.uoregon.edu/

Literacy Project at SERVE www.serve.org/litproject/

NCREL's Literacy Website www.ncrel.org/litweb/

The Partnership for Reading http://www.nifl.gov/cgi-bin/pfr/search.cgi

Reading: A Research-Based Approach www.nichd.nih.gov/crmc/cdb/approach.pdf /

Reading Assessment Database for Grades K–2 www.sedl.org/reading/rad/

Reading for Understanding: Toward an R&D Program in Reading Comprehension www.rand.org/publications/MR/MR1465/

Reading Rockets: Launching Young Readers www.readingrockets.org


What Works Clearinghouse http://w-w-c.org/index.html

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### COURSE ASSESSMENT, EVALUATION, AND GRADING

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<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Participation/Attendance</td>
<td>10</td>
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<tr>
<td>2. Instructional Materials Critique</td>
<td>3</td>
</tr>
<tr>
<td>3. Website Critique</td>
<td>3</td>
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<tr>
<td>4. Digital Literacy Project &amp; Presentation</td>
<td>25</td>
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<tr>
<td>5. Leveling Systems Critique</td>
<td>15</td>
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<tr>
<td>6. Classroom Literacy Project</td>
<td>30</td>
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<tr>
<td>7. Genre Critiques (three worth 3 points each)</td>
<td>9</td>
</tr>
<tr>
<td>8. Children’s Books Shared With Class</td>
<td>5</td>
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<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td><strong>100</strong></td>
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**Graduate students are expected to perform graduate level work. This variation will be reflected in rubrics as noted!**
A 90-100 points  Work is **excellent** in quality and satisfies all course requirements
B 80-89 points  Work is **very good** in quality and satisfies all course requirements
C 70-79 points  Work is **average** in quality and satisfies most course requirements
D 65-69 points  Work is **fair** in quality and may not meet all course requirements
F below 65  Work is **poor** in quality and does not meet course requirements

**COURSE CALENDAR**
See tentative course calendar, class topics & assignments. Attached.

**CLASSROOM ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**
“If you are a student with a documented disability who requires an academic adjustment, auxiliary aids, or similar accommodations, please contact the Office of Student Support Services at (410) 455-3250.” Any applicable information regarding this matter should be conveyed to me before the third week of class.

**ACADEMIC INTEGRITY**
Academic integrity is an important value at UMBC. By enrolling in a course, each student assumes the responsibilities of an active participant in the scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort. The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places the integrity of each student’s honestly earned achievements above higher grades or easier work dishonestly sought. All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. Academic misconduct could result in disciplinary action that may include suspension or dismissal. Following are examples of academic misconduct that are not tolerated at UMBC:

- **Cheating:** Knowingly using or attempting to use unauthorized material, information, or study aids in any academic exercise.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise
- **Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty
- **Plagiarism:** Knowingly representing the words or ideas of another as one’s own in any academic exercise, including works of art and computer-generated information/images

Students should consult UMBC’s Student Academic Conduct Policy for information on policy and procedures for upholding UMBC’s high standards for academic integrity. Students who have questions or concerns are encouraged to talk with a member of the faculty or administration for assistance.
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<tr>
<th>SES</th>
<th>DAY</th>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENT(S) DUE NEXT CLASS SESSION</th>
</tr>
</thead>
</table>
| 1   | 8/30|      | • Introductions  
   • Syllabus -Course Overview  
   • Digital Literacy Project examples & overview  
2. After reading the Vacca chapter and reviewing the website, write a one page single spaced critique about Basal Readers and Instructional Materials. See Course Policies/Assignments & Activities for further information. Due 9/6  
3. Bring a hard copy to class for the professor  
4. Bring in your favorite children's book to review |
| 2   | 9/6 |      | • SELECTING & EVALUATING MATERIALS  
   • Digital Literacy Project  
   • Basal Readers  
   • Literature Based Reading Programs  
   • Review favorite children's books  
   • Review Genre Critiques | 1. Read *Put Reading First* Pamphlet (Handed out in class OR available on-line Blackboard)  
2. Bring in a typed paragraph of your ideas for the Digital Literacy Project, Due 9/13  
3. Work on your Digital Literacy Project |
| 3   | 9/13|      | • SELECTING & EVALUATING MATERIALS  
   • *Put Reading First*  
   • 5 components of Reading  
   • Review Genre Critiques | 1. Read Chapter 10 Reading Aloud & Chapter 11 Shared and Guided Reading. Kasten et. al (2005)  
2. Work on your Digital Literacy Project  
3. Write Website Critique, Due 9/20 |
| 4   | 9/20|      | • ESTABLISHING & MANAGING THE LITERACY ENVIRONMENT  
   • Chapter 10 Reading Aloud & Chapter 11 Shared and Guided Reading  
   • Website Critiques Due! | 1. Read Chapter 12 Independent Reading, Chapter 13 Literature Circles and Chapter 14 Students As Authors. Kasten et. al (2005)  
2. Work on your Digital Literacy Project |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities</th>
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| 5    | 9/27 | • ESTABLISHING & MANAGING THE LITERACY ENVIRONMENT  
      • Independent Reading, Literature Circles and Students As Authors  
      2. Write a Genre Critique (picture books) due 10/4  
      3. Work on your Digital Literacy Project |
| 6    | 10/4 | • Believing in living literature  
      • Picture Books  
      1. Digital Literacy Project due 10/11 |
| 7    | 10/11| • DIGITAL LITERACY PROJECTS DUE  
      • LEVELING BOOKS  
      1. Leveling Book Critique Due 10/25.  
      2. Work on your Classroom Literacy Project |
| 8    | 10/18| • Digital Literacy Project Presentations  
      1. Continued assignments from previous week |
| 9    | 10/25| • Leveling Books Project Due  
      • Classroom Literacy Project  
      2. Write a Genre critique (fiction) due 11/8  
      3. Work on your Classroom Literacy Project |
| 10   | 11/1 | • Elementary Educ. Staffing  
      1. Work on Classroom Literacy Project |
| 11   | 11/8 | • Culturally Responsive Classrooms  
      • The Fiction Family  
      • Digital Literacy Project Presentations  
      1. Read chapter 3 Understanding What We Read and Chapter 6 Traditional Literature. Kasten et. al (2005)  
      2. Write a Genre critique (traditional literature) due 11/15  
      3. Work on your Classroom Literacy Project |
| 12   | 11/15| • Understanding What We Read  
      • Traditional Literature  
      • Digital Literacy Project Presentations  
      2. Write a Genre critique (poetry) due 11/22  
      3. Work on your Classroom Literacy Project |
| 13   | 11/22| • Responding to Literature  
      • Poetry  
      • Digital Literacy Project Presentations  
      2. Read Family literacy pamphlets distributed in class  
      3. Write a Genre critique (nonfiction) due 11/29  
      4. Work on your Classroom Literacy Project |
| 14   | 11/29| • Nonfiction  
      • Family Literacy  
      • Digital Literacy Project Presentations  
      1. WORK ON CLASSROOM LITERACY PROJECTS/PAPERS. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
<th>Notes</th>
</tr>
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</table>
| 12/6  | • Classroom Literacy Projects/Paper  
        • More on Materials for teaching reading        | 1. WORK ON CLASSROOM LITERACY PROJECTS/PAPERS. |