

University of Maryland, College Park
Department of Curriculum and Instruction

Spring 2005
Tues. and Thurs. 11-12:15
1158 Plant Sciences

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or by appointment

EDCI 461: Materials for Creating Skilled and Motivated Readers

Course Description: Selecting, evaluating, and using a variety of materials to create skilled and motivated readers in the elementary grades. Topics include nonfiction, fiction, basal readers, effective classroom libraries, software, and electronic resources for teaching reading and strategies for motivating children to read.

Participants will:

- Examine models of engaged reading and the contexts/strategies that motivate students to engage in reading.
- Learn to identify a variety of text and technology for the three purposes of reading.
- Use a variety of text and technology that support students' long-term motivation to become independent readers.
- Learn how to select and evaluate materials appropriate for students' use in different contexts.
- Learn how to use the expertise of members of the community to fulfill the goals of the reading program.
- Learn how to assist parents in their roles in selecting and using a variety of reading materials and technology that support reading.

Required Readings:

Journal readings will be available at the CLET desk in the Benjamin basement and online. Additional readings may be added during the semester as appropriate to course content.

Allington, R. L. & Cunningham, P. M. (2002). *Schools that Work*. Boston, MA: Allyn & Bacon.

Barton, P. E. (2004). Why Does the Gap Persist? *Educational Leadership*, 62, 8-13.

Beck, I. L. & McKeown, M. G. (1991). Research directions: Social studies texts are hard to understand: Mediating some of the difficulties. *Language Arts*, 68, 482-490.

Brabham, E. G. & Villaume, S. K. (2001). Questions and answers: Building walls of words. *The Reading Teacher*, 54, 700-702.

Brabham, E. G. & Villaume, S. K. (2002). Leveled text: The good news and the bad news. *The Reading Teacher*, 55, 438-441.

- Brassell, D. (1999). Creating a culturally sensitive library. *The Reading Teacher*, 52, 651-652.
- Camp, D. (2000). It takes two: Teaching with twin texts of fact and fiction. *The Reading Teacher*, 53, 400-408.
- Cardarelli, A. F. (1992). Teachers under cover: Promoting the personal reading of teachers. *The Reading Teacher*, 45, 664-668.
- Courtney, A. M. & Abodeeb, T. L. (1999). Diagnostic-reflective portfolios. *The Reading Teacher*, 52, 708-714.
- Dreher, M. J. (2002/2003). Motivating teachers to read. *The Reading Teacher*, 56, 338-340.
- Fawson, P. C. & Reutzel, D. R. (2000). But I only have a basal: Implementing guided reading in the early grades. *The Reading Teacher*, 54, 84-97.
- Flynn, R. M. (2004/2005). Curriculum-based readers theatre: Setting the stage for reading and retention. *The Reading Teacher*, 58, 360-365.
- Forbes, L. S. (2004). Using web-based bookmarks in K-8 settings: Linking the Internet to instruction. *The Reading Teacher*, 58, 148-153.
- Ford, M. P. & Opitx, M. F. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *The Reading Teacher*, 55, 710-717.
- Fredericks, A. D. & Rasinski, T. V. (1990). Involving the uninvolved: How to. *The Reading Teacher*, 424-425.
- Galda, L. & Cullinan, B. E. (2000). Reading aloud from culturally diverse text. In D. Strickland & L. M. Morrow (Eds.), *Beginning Reading and Writing* (pp. 134-142). NY: TC Press.
- Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher*, 50, 14-25.
- Guillaume, A. M. (1998). Learning with texts in the primary grades. *The Reading Teacher*, 51, 476-486.
- Guthrie, J. T. (1996). Educational contexts for engagement in literacy. *The Reading Teacher*, 49, 432-445.
- Hickman, P., Pollard-Durodula, S., Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. *The Reading Teacher*, 57, 720-730.
- Hoffman, J. V. (1992). Critical reading/thinking across the curriculum: Using I-charts to support learning. *Language Arts*, 69, 121-127.
- Kapel, M. B. (1985). "...and I took it from there." *Reading Research and Instruction*, 25, 34-40.
- Koskinen, P. S., McCarthey, S. J., & Hoffman, J. V. (1995). The new basals: How are they different? *The Reading Teacher*, 49, 72-75.
- Labbo, L. D., Leu, D. J., Kinzer, C., Teale, W. H., Cammack, D., Kara-Soteriou, J., & Sanny, R. (2003). Teacher wisdom stories: Cautions and recommendations for using computer-related technologies for literacy instruction. *The Reading Teacher*, 57, 300-304.
- McDaniel, C. (2004). Critical literacy: A questioning stance and the possibility for change. *The Reading Teacher*, 57, 472-481.
- Orellana, M. F. & Hernández (1999). Talking the walk: Children reading urban

- environmental print. *The Reading Teacher*, 52, 612-619.
- Pearlman, C. J., Camp, D., Hurst, B. (2004). Literacy mystery boxes. *The Reading Teacher*, 57, 766-768.
- Pransky, K. & Bailey, F. (2002/2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse students. *The Reading Teacher*, 56, 370-383.
- Prill, P. (1995). Helping children use the classroom library. *The Reading Teacher*, 48, 365.
- Rog, L. J. & Burton, W. (2001/2002). Matching texts and readers: Leveling early reading materials for assessment and instruction. *The Reading Teacher*, 55, 348-356.
- Raphael, T. E. & McMahon, S. I. (1994). Book club: An alternative framework for reading instruction. *The Reading Teacher*, 48, 102-116.
- Sanacore, J. (2004). Genuine caring and literacy learning for African American children. *The Reading Teacher*, 57, 744-753.
- Skillings, M. J. & Ferrell, R. (2000). Student-generated rubrics: Bringing students into the assessment process. *The Reading Teacher*, 53, 452-458.
- Spiegel, D. L. (1990). Literature resource materials revisited. *The Reading Teacher*, 44, 336-340.
- Strickland, D. S., Morrow, L. M., McGee, L. M., & Jones, C. (1990). Learning to use print in the environment: A collaboration. *The Reading Teacher*, 44, 170-172.
- Sudol, P. & King, C. M. (1996). A checklist for choosing nonfiction trade books. *The Reading Teacher*, 49, 422-424.
- Tower, C. (2000). Questions that matter: Preparing students for the inquiry process. *The Reading Teacher*, 53, 550-557.
- Valencia, S. W. & Paris, S. G. (1991). Portfolio assessment for young readers. *The Reading Teacher*, 44, 680-682.

Recommended Books:

- Chambliss, M. J. & Calfee, R. C. (1998). Textbooks for learning: Nurturing children's minds. Malden, MA/Oxford, UK: Blackwell Publishers.
- Leu, D. J., Leu, D. D., & Coiro, J. (2004). Teaching with the Internet K-12: New literacies for new times (4th ed.). Norwood, MA: Christopher-Gordon Publishers.

Disability Services:

If you have a documented disability that requires course accommodations, please see me as soon as possible. You must have this information on record with the University. If needed, contact Disability Support Services.

University of Maryland Honor Pledge:

The University has an approved Code of Academic Integrity available on the web at <http://www.studenthonorcouncil.umd.edu/code.html>

It is expected that students are familiar with the code and agree to abide by all applicable policies. On every examination, paper, or other academic exercise not specifically exempted by the instructor, the students shall write by hand and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination.

Conceptual Framework:

The philosophy of this course is built upon the College of Education’s Conceptual Framework. We will discuss the framework and the role this course plays within this framework on the first day of class. You may also refer to the conceptual framework at http://www.education.umd.edu/teacher_education/downloads/framework.doc.

Course Requirements:

You are expected to be prepared and professional. Please make every effort to be on time and stay until the end of class. You are expected to meet the requirements of all of the technical standards. These standards can be accessed at:

http://www.education.umd.edu/teacher_education/downloads/technicalStndrdsPolicy.doc

Please print out a copy of this form, sign it and return it to me on 2/3.

It is the student’s responsibility to inform the instructor of any intended absences for religious observances *in advance*.

Assignments are due on the date indicated on the syllabus. Late submissions will result in a half-grade drop per day late, unless arrangements are made with the instructor. All assignments should be typed, double-spaced, and in 12-point Times New Roman font. Correct grammar and standard English usage are expected on all assignments, including electronic projects.

Grading:

Incompletes will not be given without specific arrangements in writing prior to the submission of final grades. This process involves a written contract that you can obtain from Student Services in Room 1210 of the Benjamin Building. Incompletes are reserved for extreme circumstances.

<u>Assignments</u>	<u>Grade Weight</u>
Participation/Weekly Questions	20
Quizzes (2)	5
Materials Evaluation	20
Learning Center	15
Home/School Template	10
Internet Project	15
Final Exam	15

99-100 A+
87-89 B+

93-98 A
83-86 B

90-92 A-
80-82 B-

77-79 C+
D 60-69

73-76 C
F (below 60)

70-72 C-

Participation/Quizzes

Active participation is expected. This involvement includes comments, questions, and observations that promote lively discussion of topics. For each class, you will prepare a question or comment on each reading. These questions/comments should be typed and handed in at the end of each class. Appropriate questions or comments encourage critical and reflective thinking about the articles.

Materials Evaluation

We will spend several sessions reviewing types of materials for reading instruction as well as different ways to analyze and select text. Based on this information, you will design a method for evaluating a range of materials and use this system to evaluate at least three different material/media selections. Books, basals, and Internet sites will be available during class.

Learning Center

Students will create a learning center (elementary) or anchor activity (middle school) that encourages students' interaction with quality reading materials and promotes the integration of reading and the content areas.

Internet Project

Students will find at least three websites on a single topic of their choosing (ex: phonics, addition, Dr. Seuss etc.). Students will create a short, engaging PowerPoint presentation with hyperlinks to the websites that could be used by elementary-aged students.

Home/School Template

You will develop a two-sided template for communication with parents. Examples will be provided. This document should have appropriate space devoted to helping parents encourage reading as well as electronic and other media resources.

Final Exam

A final exam will be held during finals week. Format and content will be discussed as a class prior to the exam.

Readings and Assignments Spring 2005		
Th 1/27	Introduction/syllabus Motivation	-
Tu 2/1	Motivation	Read/prepare question: Gambrell (1996)

Th 2/3	Engaging Classroom Environments	Read/prepare question: Brabham & Villaume (2001) Read/prepare question: Raphael & McMahon (1994) Technical Standard Form Due
Tu 2/8	Engaging Classroom Environments	Read/prepare question: Flynn (2004)
Th 2/10	Basal Readers and Anthologies	Read/prepare question Koskinen, McCarthey, Hoffman (1995) Read/prepare question: Fawson & Reutzel (2000)
Tu 2/15	Basal Readers and Anthologies Workshop	Pearlman, Camp, & Hurst (2004)
Th 2/17	Leveled Readers	Read/prepare question: Brabham & Villaume(2002) Read/prepare question: Rog & Burton (2001/2002)
Tu 2/22	Leveled Readers	Read/prepare question: Camp (2000)
Th 2/24	Texts for Struggling Readers Guest Lecturer: Beth Scott	Read/prepare question: Sanacore (2004)
Tu 3/1	Selecting and Evaluating Texts	Read/prepare question: Guillaume (1998)
Th 3/3	Evaluating Texts Workshop	Read/prepare question: Spiegel (1990)
Tu 3/8	Evaluating Texts Workshop	Read/prepare question: Sudol & King (1996)
Th 3/10	Information Texts	Read/prepare question: Beck & McKeown (1991)
Tu 3/15	Internet/Technology	Labbo, et al. (2004) Materials Evaluation Due
Th 3/17	Internet/Technology	Read/prepare question Forbes (2004)
Tu 3/22	SPRING BREAK NO CLASS	Enjoy your break!
Th 3/24	SPRING BREAK NO CLASS	Enjoy your break!
Tu 3/29	Centers Presentations	Centers Due
Th 3/31	Concept-Oriented Reading Instruction	Read/prepare question: Guthrie (1996)

Tu 4/5	Collaboration with the School Community	Read/prepare question: Allington & Cunningham (2002)
Th 4/7	Collaboration with Parents	Read/prepare question: Barton (2004) Read/prepare question: Fredericks & Rasinski (1990)
Tu 4/12	Materials for English Language Learners	Read/prepare question: Pransky & Bailey (2003) Read/prepare question: Kapel (1985)
Th 4/14	Materials for English Language Learners	Read/prepare question: Hickman, Pollard-Durodola, & Vaughn (2004)
Tu 4/19	Using Diverse Texts	Read/prepare question: Galda & Cullinan (1994)
Th 4/21	Critical Literacy	Read/prepare question: McDaniel (2004)
Tu 4/26	Classroom Libraries	Internet Project Due Read/prepare question: Prill (1995) Read/prepare question: Brassell (1999)
Th 4/28	Teachers as Readers	Read/prepare question: Dreher (2002/2003) Read/prepare question: Cardarelli (1992)
Tu 5/3	Concepts about Print	Read/prepare question: Strickland, Morrow, McGee, Jones (1990) Read/prepare question: Orellana & Herndández (1999)
Th 5/5	Materials for Assessment	Read/prepare question: Valencia & Paris (1991) Read/prepare question: Courtney & Abodeeb (1999)
Tu 5/10	Materials for Assessment	Read/prepare question: Skilling & Ferrell (2000)
Th 5/12	Catch-Up/TBA	Home/School Template Due
Mon 5/16	Final Exam 8:00-10:00 AM	Have a great summer!