INTRODUCTION

Welcome to EDCI 362. After a year of training in the elementary education program at UMCP, you are embarking on a professional journey in the world of elementary school teaching. To prepare you for the increasing demands and responsibilities that elementary teachers encounter as they work with students with a wide range of reading skills, competencies, and needs, this course will help you to understand the processes of teaching and learning reading, as well as highlight research-based pedagogical practices and strategies that are effective with elementary readers.

The College of Education at the University of Maryland prepares discipline-based, reflective practitioners for a pluralistic society through research-based, professional programs. To this end, the elementary education program within the Department of Curriculum and Instruction participates in a partnership with Prince George’s County schools and Montgomery County schools. This ‘Professional Development School’ (PDS) provides a context for elementary education teacher candidates to study and to examine professional teaching practice. The major goal of all teacher preparation programs at the University of Maryland is to prepare knowledgeable and reflective professionals who teach all students well. Following the College of Education Knowledge Base for Teaching and specific performance standards from the Elementary Education Performance Assessment Plan (see www.education.umd.edu/pba), this course will help you to improve your knowledge and pedagogy.

COURSE DESCRIPTION

EDCI 362 is taken concurrently with language arts, math, science and social studies methods courses during Phase I of the year-long internship. In addition to course work, students enrolled in the Phase I semester participate in a field placement two days per week, during which they have an opportunity to transfer classroom learning to teaching practice. EDCI 362 is designed to provide students with information on current theory and practice in the teaching of reading. The course is intended to impart an understanding of the reading process within the context of language learning and a fundamental grasp of teaching techniques, activities, attitudes, and materials that are essential to the teaching of reading.
During the year-long internship, interns’ performance in the field is evaluated using the Elementary Education Performance Based Assessment (PBA) plan. Objectives and assignments in EDCI 362 are coded to indicate which of the performance standards they support, which are explained below.

Course objectives and assignments address the following PBA standards:

*I E – reflection on student outcomes; exploration of curricula
III A.1 – use of assessment information to plan instruction
III A.2 – review and choice of materials; creation of learning areas
III A.3 – awareness of diversity in materials
III B.2 – content integration
III B.3 – use of varied media
III C.1 – use of informal techniques to assess instruction

Specific objectives of the course include:

1. to familiarize students with research-based practices of reading instruction. (II-B.1)
2. to guide students in studying and critiquing specific approaches and materials for teaching reading (*PBA standards: I E; III A.2; III A.3; III B.2; III B.3*)
3. to familiarize students with techniques for teaching word identification, vocabulary and comprehension (*PBA standards: I E; III A.1; III A.2; III A.3; III C.1*)
4. to introduce students to the process of constructing appropriate developmental reading lessons that are based on curricular goals and students’ literacy needs (*PBA standards: I E; III A.1; III A.2; III A.3; III C.1*)
5. to encourage reflection on instruction with particular attention to student outcomes (*PBA standards: III A.1; III A.2; III A.3; III C.1*)
6. to provide students with an understanding of reading issues related to diverse students (*PBA standards: III A.1; III A.2; III A.3; III B.2; III B.3*)
The elementary education program strives to help students develop a knowledge base that is shared by teaching professionals. The COE Conceptual Framework provides a foundation for the development of this knowledge base. Effective teaching involves critical components such as knowledge of curricula, subject matter, and appropriate pedagogical techniques for imparting subject matter knowledge. This professional knowledge base also includes an understanding of learners and their goals, appropriate assessment techniques, and recognition of social contexts. COE Standards include the following:

**Emerging Commitments:**
EC 1: Equity and Diversity
EC 2: Advocacy
EC 3: Internationalization
EC 4: Reflection
EC 5: Innovation and Creativity
EC 6: Responsible and Ethical Action
EC 7: Specialist Competence

**Knowledge Standards**
Professional knowledge is guided by professional standards. The initial teacher preparation programs draw extensively upon the INTASC Standards and both the initial and advanced programs emphasize the Specialty Professional Association Standards (e.g., CEC, NCTM, etc.). As a result, the Conceptual Framework is constantly evolving as specialty professional associations revise and update their standards.

**Knowledge of Subject Matter:**
Reflective educators have a thorough understanding of facts and concepts related to the subjects they teach; substantive structures – the ways in which the fundamental principles of a discipline are organized; and the canons of evidence and proof that guide inquiry in the field. They know

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1 For a listing of the different SPA Standards, see the following NCATE web site: http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
how to apply what they have learned to support instruction that emphasizes developing high level skills and is responsive to and extends students’ content understanding.  [Subject Matter]

**Knowledge of Pedagogy:**
Reflective educators possess *pedagogical content knowledge*. Candidates demonstrate a firm knowledge of culturally responsive and respectful pedagogy – knowledge of the science of teaching, including principles and strategies that are subject matter or topic specific as well as those not bound by subject matter or topic. They understand that effective pedagogy supports the development of critical thinking skills and promotes active engaged learning and collaborative learning communities. They know “how to manage a classroom, how to assess understanding, and how to implement a wide repertoire of instructional strategies to reach diverse learners” (Alter & Coggshall, 2009).  [Pedagogy]

**Knowledge of Learners:**
Reflective educators understand academically, culturally and linguistically diverse learners, including both knowledge of student characteristics and cognitions, as well as knowledge of the motivational and social-emotional aspects of student learning and development. This knowledge is expanded through an understanding of partnerships with parents and families.  [Learners]

**Knowledge of Curriculum:**
Candidates understand how the content and outcomes for instruction are and can be organized for different purposes and how they are responsive to different learners, contexts of schools, and political realities within the state and in a global community. Their instruction is aligned with the state’s curriculum standards.  [Curriculum]

**Knowledge of Educational Goals and Assessment:**
Reflective educators understand educational goals and possess the ability to demonstrate evidence-based decision-making. They aggregate, disaggregate and analyze classroom data in order to demonstrate their impact on student learning, plan for further instruction, and shape the improvement of their practice.  [Educational Goals and Assessment]

**Knowledge of Social and Cultural Contexts:**
Reflective educators demonstrate a thorough knowledge of social and cultural contexts and the ability to apply that knowledge to understand and address educational goals and learning in diverse communities. Candidates are globally competent, informed, and comfortable with international perspectives.  [Social and Cultural Contexts]

**Knowledge of Technology:**
Candidates are exposed to the full range of emerging technological tools for education so that they can make informed choices about which technology will best meet their instructional and community-building goals. They demonstrate proficiency on the Maryland Teacher Technology Standards (MTTS) and/or the Technology Standards for School Administrators (TSSA) and learn to use technology fluently and in pedagogically appropriate ways.  [Technology]
The Maryland State Department of Education (MSDE) standards and objectives addressed in this course are as follows:

**I1.0 Word Recognition**
- I1.2 Behavior characteristics of students at various stages of reading development and levels of proficiency in basic reading skill
- I1.3 A typical scope and sequence for phonological awareness instruction
- I1.4 A typical scope and sequence for an explicit, systematic approach to phonics/word study
- I1.5 Techniques for teaching speech sound identification, matching, blending, segmenting, and manipulation
- I1.6 Techniques for teaching phonemic-grapheme association according to a planned progression
- I1.7 Techniques for teaching sound blending in decoding to enhance accuracy and fluency
- I1.8 Techniques for teaching fluent recognition of whole words through explicit, systematic instruction compared with implicit, incidental, opportunistic instruction
- I1.10 Instruction in fluent recognition of multi-syllabic words, including syllabication patterns and recognition of morphemes (prefixes, suffixes, roots)
- I1.11 The use of decoable and controlled text to reinforce word recognition skills that have been taught
- I1.12 Identifying student needs across a continuum, including students with disabilities and students from diverse populations and differentiating instruction appropriately

**I2.0 Vocabulary**
- I2.2 The different between recognizing words in print and understanding word meanings at a deeper level
- I2.3 Recommendations from research on vocabulary instruction techniques
- I2.5 Research-supported approaches to selecting words for in-depth instruction
- I2.6 Derivational process in word learning (morphological and etymological analysis) and the use of cognates in helping second language learners
- I2.8 Implicit approaches for fostering independent vocabulary learning

**I3.0 Fluency**
- I3.1 A research-supported definition of reading fluency and its relationship to word recognition and comprehension
- I3.2 Expectations/norms for fluency as children develop reading skill
- I3.3 Factors that may impact fluency, for example, type of text, reason for reading, background knowledge, and text difficulty
- I3.5 Explicit instructional strategies for supporting fluency development within the core, comprehensive reading program

**I4.0 Comprehension**
- I4.1 Multiple influences that can cause comprehension—in the reader, the text, the context, or the reading task itself
- I4.2 Effective comprehension instructional practices supported by current research with both expository and narrative texts
- I4.3 Text characteristics that affect comprehension, such as type of vocabulary, syntactic complexity, propositional density, use of logical connecting words, genre, and discourse structure
I4.4 Explicitly teaching and scaffolding students’ independent use of comprehension skills and strategies

I5.0 Implementation of a comprehensive reading program
   I5.2 The importance of the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as they relate to the implementation of a comprehensive reading program
   I5.3 The use of core, supplemental, and intervention materials in a comprehensive reading program
   I5.6 Management and allocation of instructional time according to student needs
   I5.7 Promoting home/school connections to support student growth in reading

M1.0 Selecting and Evaluating Materials
   M1.8 Selecting, organizing, and evaluating materials to determine if they are appropriate to instructional purpose, developmental level, students’ interest, diverse cultural and linguistic backgrounds, gender, and ELLs

PROFESSIONAL STANDARDS AND OBJECTIVES: IRA & INTASC

This course also addresses professional standards from two critical organizations: the International Reading Association (IRA) and the Interstate Teacher and Assessment and Support Consortium (InTASC).

International Reading Association Standards (revised, 2010)

Standard 1: Foundational Knowledge

1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

Standard 2: Curriculum and Instruction

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Standard 3: Assessment and Evaluation

3.3: Use assessment information to plan and evaluate instruction.

Standard 4: Diversity

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.
Standard 5: Literate Environment

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

InTASC MODEL CORE TEACHING STANDARDS (2011)

THE LEARNER AND LEARNING
1. Learner Development: understanding of learner growth and development and ability to design developmentally appropriate instruction [InTASC 1]
2. Learning Differences: understanding of individual differences and diverse cultures and communities and ability to ensure constructive inclusive instructional environments [InTASC 2]
3. Learning Environments: understands and creates environments to support individual and collaborative learning and promotes student engagement in learning [InTASC 3]

CONTENT
4. Content Knowledge: understanding of central concepts, structures, and tools of inquiry in the disciplines he/she teaches and can create learning experiences that makes the discipline accessible for different learners [InTASC 4]
5. Application of Content: understanding of how to connect concepts and engage learners using multiple activities to address authentic local and global issues [InTASC 5]

INSTRUCTIONAL PRACTICE
6. Assessment: understanding and use of multiple methods of assessment to engage learners, monitor progress, and guide instructional decision-making [InTASC 6]
7. Planning for Instruction: plans to support student learning in meeting rigorous learning goals in and across disciplinary areas [InTASC 7]
8. Instructional Strategies: understands and uses varied instructional strategies that build learners’ deep understanding of content and their ability to apply that knowledge meaningfully [InTASC 8]

PROFESSIONAL RESPONSIBILITY
9. Professional Learning and Ethical Practice: commitment to professional development and reflection on practice, and assesses impact of choices on learners, peers, and community [InTASC 9]
10. Leadership and Collaboration: seeks opportunities to take on leadership roles and collaboration with learners, peers, and families to promote learning and advance the profession [InTASC 10]
RESPONSIBILITIES AND ASSIGNMENTS

The following is a list and brief description of assignments that will help you meet the goals of this course. Additional guidelines and information for assignments will be provided in class. In parenthesis you will find the corresponding indicators from the Elementary Education Performance Assessment Plan and the MSDE Standards.

Class Participation
You are expected to attend all scheduled classes and to actively participate in class discussions, activities, and tasks. This portion of your grade will take into account the quality and substance of your contributions to our on-going learning and your completion of activities. Points (15) will be given according to the following scale: 15-13 = no absences and consistent active participation; 12-10 = 1 absence and consistent active participation; 9-7 = 2 absences or some participation; 6-4 = 3 absences or limited participation; 0 = more than 3 absences or extremely limited participation

Explicit Strategy Lesson
Working with your mentor teacher, you will identify 1 reading strategy and explicitly teach it during a reading lesson. You will prepare a lesson plan, teach the strategy to your students, and write a reflective commentary about your teaching experience and student learning.

Directed Reading Activity and Lesson
To complete the DRA Lesson assignment, you will select a narrative or expository text to guide instruction for one reading group in your field placement. Be sure that your group has diverse learners represented (e.g., English Language Learners) if possible, and be prepared to consider what students’ diverse strengths and needs shape/influence your reading lesson. You will be expected to turn in a written lesson plan, deliver the lesson, and write a reflection about the lesson.

STAIR Assignment
You will select a student who is encountering challenges in your classroom. You will develop an hypothesis about the nature of the challenge(s), plan instruction (2 lessons), teach, and reflect on your instruction. The STAIR will help you focus your planning, teaching, assessment, and reflection in relation to a student who needs reading support.

Discussion Leaders
Working in groups, you will design a hands-on, interactive experience that enhances your colleagues’ understanding of the weekly topic. As discussion leaders, you will NOT present a lecture nor a summary of the assigned readings; rather, you will stimulate thoughtful discussion about your instructional issue through creative means (e.g., dramatic skits/role plays, books shares, case studies). Note: All group members receive the same grade
The following readings for this course are posted on ELMS. There is no textbook for this class.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Volume/Issue</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brassell, D. (2007)</td>
<td>Inspiring young scientists with great books</td>
<td>Reading Teacher, 60(4)</td>
<td>336-342</td>
</tr>
<tr>
<td>Darling, S. (2005)</td>
<td>Strategies for engaging parents in home support of reading acquisition</td>
<td>Reading Teacher, 58(5)</td>
<td>476-479</td>
</tr>
<tr>
<td>Donnelly, W.B. &amp; Roe, C. J. (2010)</td>
<td>Using Sentence Frames to Develop Academic Vocabulary for English Learners</td>
<td>Reading Teacher, 64(2)</td>
<td>131-136</td>
</tr>
<tr>
<td>Glasswell, K., &amp; Ford, M.P. (2010)</td>
<td>Teaching flexibly with leveled texts: More power for your reading block</td>
<td>Reading Teacher, 64(1)</td>
<td>57-60</td>
</tr>
<tr>
<td>Gregg, M., &amp; Sekeres, D. C., (2006)</td>
<td>Supporting children’s reading of expository text in the geography classroom</td>
<td>The Reading Teacher, 60</td>
<td>102-110</td>
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**Online/Media Resources**

International Board for Books for Young People (IBBY)  

International Reading Association (IRA)  
[www.reading.org](http://www.reading.org)

International Children’s Digital Library  

Worlds of Words: International Collection of Children’s and Adolescent’s Literature  
[http://wowlit.org/](http://wowlit.org/)
EVALUATION

Your final grade will be based on your success in meeting the goals of this course as demonstrated throughout the semester and in the course assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Distribution</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15</td>
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<tr>
<td>DRA Lesson</td>
<td>15</td>
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<tr>
<td>Explicit Strategy Lesson</td>
<td>15</td>
</tr>
<tr>
<td>Discussion Leaders</td>
<td>15</td>
</tr>
<tr>
<td>STAIR Assignment</td>
<td>20</td>
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<tr>
<td>Final Examination</td>
<td>20</td>
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</tbody>
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Total: 100

All assignments are due at the beginning of class on the date indicated in the syllabus. Late assignments are reduced by half a letter grade for each day it is late. If you have a special circumstance and won’t be able to meet the deadline, let me know before the assignment is due and I will consider your request. All assignments must be typed and double spaced.

Grading Scale

- A+ (97% to 100%)
- A  (93% to 96%)
- A- (90% to 92%)
- B+ (87% to 89%)
- B  (83% to 86%)
- B- (80% to 82%)
- C+ (77% to 79%)
- C  (73% to 76%)
- C- (70% to 72%)
- D  (60% to 69%)

In addition, your mentor teacher and field-based instructor will use the standards specified in the Elementary Education Performance Assessment Plan to assess your performance in teaching in your placement classroom. All of your responsibilities for this course will contribute to your preparation to perform appropriately on these assessments.

*******In order to move to the second phase your internship you need to earn a "C" or better in all of your phase I courses and successfully complete your Phase I internship as determined by your mentor teacher, field-based supervisor, and PDS Coordinator. 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 Benjamin Building. Incompletes are reserved for extreme circumstances.

Academic Accommodation

If you have a documented disability and wish to discuss academic accommodations, please see me immediately.

Honor Code
The University has an honor code that is administered by the Student Honor Council. The University of Maryland Honor Pledge reads: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Assignments that do not have a signed pledge will not be accepted.

Online Course Evaluation

Beginning early December 2014, the online course evaluation system will be available. Please go to https://www.courseevalum.umd.edu to complete your course evaluation.

Attendance and Professional Conduct

Your participation is a vital aspect of this course. Please make a reasonable effort (an email the instructor is preferred) to bring to the instructor’s attention ahead of time any conflict between class meeting times and other commitments/circumstances (e.g., religious observations, medical appointments, or illness), so that additional arrangements can be made. When returning to class, bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate. For missed class sessions when an assignment is due, upon returning to class it is required to bring documentation of the illness, signed by a health care professional. Laptops, smart phones, and tablets should be used to enhance instruction, not distract from it by engaging in private email or social media activities. Also, please turn all cell phones to vibrate and put them away during class session. Save texting to break times or between classes. Thank you for your cooperation.
<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Reading Due</th>
<th>Assignment Due</th>
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</table>
| September 8 Introduction to the Course  
Review of Syllabus  
What is Reading?  
A Reading Experience | None | |
| September 15 Planning Instruction to Motivate and Engage  
Afflerbach, Cho, Kim, Crassas, & Doyle (2013)  
Allington (1983)  
Flood, Lapp, Flood, & Nagel (1992)  
Gambrell (1996) | | |
| September 22 Teaching Phonological Awareness/Phonemic Awareness  
Darling (2005)  
McGee & Ukrainetz (2009)  
Yopp & Yopp (2000) | | Discussion Leaders:  
Group 1  
STAIR Student Chosen and Initial Hypothesis submitted |
| September 29 Teaching Phonics & Word Study  
Mountain (2005)  
Mesmer & Griffiths (2004)  
Stahl (1992) | | |
| October 6 1st FULL WEEK AT YOUR INTERNSHIP 1st FULL WEEK AT YOUR INTERNSHIP | | |
| October 13 Strategically Teaching Vocabulary and Developing Word Consciousness  
Donnelly & Roe (2010)  
Blachowtiz & Obrocha (2005)  
Winters (2009) | | Discussion Leaders:  
Group 2  
STAIR Lesson Plan 1 due |
| October 20 No Class | Teach STAIR Lesson 1 | |
| October 27 Challenging Reading and Explicit Instruction  
Brown (2008)  
Miller & Veatch (2010) | | Discussion Leaders:  
Group 3 |
| November 3 Strategically Teaching Comprehension  
Pardo (2004)  
Dymock (2007) | | Discussion Leaders:  
Group 4  
STAIR Lesson Plan 2 due |
<p>| November 10 2nd FULL WEEK AT YOUR INTERNSHIP 2nd FULL WEEK AT YOUR INTERNSHIP | | |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors</th>
<th>Discussion Leaders:</th>
</tr>
</thead>
</table>
| November 17 | Strategically Teaching Fluency                                       | Applegate, Applegate & Modla (2009)  
Paige (2011)  
Teach STAIR Lesson 2 |
Glasswell & Ford (2010)  
Gregg & Sekeres (2006) | Group 6 |
| December 1  | Content Area Reading                                                | Kurkjian, Livingston, & Sui-Runyan (2003/2004)  
Shatzer (2008)  
Soares & Wood (2010)  
Brassell (2007) | Group 7  
DRA Lesson Due |
Hefflin & Barksdale-Ladd (2001)  
Pang, Colvin, Tran, & Barbra (1992)  
Final STAIR Package Due |