Course Description

This course builds on candidate's understanding of the theoretical models of language and reading development and focuses on evidence-based reading instruction and strategies, an in-depth analysis of the components of reading, and assessment-based lesson development. Focus is on evidence-based instruction of reading.

Class Format

RLA 515 is a combination of lecture, discussion, small group activities, field-based case assessments and candidate presentations.

Course Objectives

This course covers research-based aspects of an effective, evidence-based reading program, including the key components of balance reading instruction. Students will demonstrate knowledge of research and evidence-based foundations of reading and written language processes and instruction; knowledge of current reading research; and an understanding of student and teacher competencies as delineated in the CT Blueprint for Reading Achievement and Beyond the Blueprint; Connecticut Common Core of Teaching; Standards of the International Reading Association; and the CT English Language Arts Standards (including Common Core State Standards). Through course assignments and activities, students will demonstrate proficiency in using student assessment data during the implementation of a literacy curriculum. Students will design culturally sensitive and data-driven instruction and interventions in phonology and phonemic awareness, phonics and word identification, spelling, reading fluency, vocabulary skills, building comprehension, and construction meaning.
**Required Texts** (You will use all of these REQUIRED books. You will continue to use them in other courses in the reading program and in your classroom teaching.)

*Available at the ECSU Bookstore*


**I will provide copies or links on Blackboard:**


2. Connecticut’s Blueprint for Reading Achievement (2000). CT State Department of Education

3. Beyond the Blueprint Literacy in Grades 4-12 and Across the Content Areas (2007). CT State Department of Education.

**Supplemental Readings:**


**More references:**

Allen, J. (2003). But they still can't (or won't read)! Helping children overcome roadblocks to reading. *Language Arts, 80*, 268-274. (Available in the library)


RLA 515 01: Reading Development: Ruby


## Resources (You MUST visit these sites and be cognizant of what is at each one)

<table>
<thead>
<tr>
<th>Organization/Title</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Reading Association</td>
<td><a href="http://www.reading.org">http://www.reading.org</a></td>
</tr>
<tr>
<td>National Council of Teachers of English</td>
<td><a href="http://www.ncte.org">www.ncte.org</a></td>
</tr>
<tr>
<td>Association of Supervision and Curriculum Development</td>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
</tr>
<tr>
<td>Read, Write, Think</td>
<td><a href="http://www.readwritethink.org">www.readwritethink.org</a></td>
</tr>
<tr>
<td>Reading Rockets</td>
<td><a href="http://www.readingrockets.org">http://www.readingrockets.org</a></td>
</tr>
<tr>
<td>Connecticut’s Blueprint for Reading Achievement</td>
<td><a href="http://www.state.ct.us/dtl/curriculum/currcbra.htm">http://www.state.ct.us/dtl/curriculum/currcbra.htm</a></td>
</tr>
</tbody>
</table>
Learning Outcomes

By the end of the course the student will articulate/demonstrate an understanding by giving explicit, specific explanations with detailed, supporting examples and application to instruction (where appropriate), of the following:

1. The nature of the reading/language process as reflected by current research and standards.
2. The five “Big Ideas” in Reading as defined by the NRP
3. Language acquisition and emergent literacy
4. The role of metacognition in reading, writing, speaking, and listening
5. Effective evidence-based planning and instructional design for teaching reading
6. Respecting and valuing cultural, linguistic, and ethnic diversity
7. The need for developing authentic learning environments and learning strategies
8. The alignment of objectives, instruction and activities and assessment in literacy instruction
9. An experiential approach to literacy education
10. Themselves as readers, writers, and learners
11. The inextricable interconnectedness of language development, reading and writing
12. The alignment of state and national reading mandates with teacher knowledge and reading instruction
13. Content of the Connecticut Foundations of Reading Test

<table>
<thead>
<tr>
<th>OBJECTIVES/OUTCOMES, RELATIONSHIP TO STANDARDS, AND ASSESSMENT:</th>
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<tbody>
<tr>
<td>The candidates will demonstrate ability to:</td>
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<tr>
<td><strong>Objective/Outcome</strong></td>
</tr>
<tr>
<td>IRA 1.1, 1.2; CCCT (2010) 1.1, 1.5, 3.1, 4.1</td>
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<tr>
<td>1. To understand evidence-based literacy instruction and its role in supporting readers to understand written text.</td>
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<tr>
<td>IRA 1.3; CCCT 2.1, 3.2</td>
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<tr>
<td>2. To understand the impact of background and linguistic knowledge on reading comprehension.</td>
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<tr>
<td>IRA 1.4; CCCT 3.1, 3.2, 3.5, 3.7, 4.5</td>
</tr>
<tr>
<td>3. To demonstrate and guide students by designing, delivering, and assessing differentiated reading instruction using strategies and techniques to build readers' fluency and comprehension.</td>
</tr>
<tr>
<td>IRA 1.4; CCCT 1.1, 1.5, 3.1, 3.9, 4.1, 5.1</td>
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<tr>
<td>4. To develop an understanding of the relationship between vocabulary knowledge and comprehension.</td>
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<tr>
<td>IRA 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1; CCCT 1.1, 1.5, 2.1, 3.1, 3.2, 4.1</td>
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<tr>
<td>5. To develop a repertoire of motivating, data-driven differentiated pre-reading, during reading, and post reading strategies to support readers’ developing literacy profiles and cultural and linguistic backgrounds using a wide variety of curriculum materials and modeling positive dispositions towards lifelong reading and teaching reading.</td>
</tr>
<tr>
<td>IRA 4.1, 4.2, 4.3, 4.4; CCCT 1.5, 2.1, 3.1, 3.2, 3.4, 3.7, 3.8, 4.1, 4.3</td>
</tr>
</tbody>
</table>
| 6. To demonstrate and guide students through the development of reading lessons that increase students' reading skills and comprehension via attention to student interests, abilities and backgrounds, and by using a diverse selection of books of a variety of genres, non-print materials,
new literacies/technology-based information

IRA 1.4, 2.1, 2.2, 3.2, 3.3; CCCT 1.5, 2.1, 3.1, 3.2, 3.4, 3.7, 3.8, 4.1, 4.3

7. To understand individualized, differentiated instruction of spelling and the relationship of spelling to fluent reading, increased comprehension, and written language skills along a developmental continuum.

IRA 2.3, 4.1, 4.2; CCCT 5.6, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10

8. To critique instructional materials in terms of their potential to support student reading skills and to support the knowledge of parents, colleagues and support personnel through leading Professional Development.

Assessment of student outcomes:

1. Outcomes 1 will be assessed through the Literacy Autobiography Project.
2. Outcomes 2, 3, and 7 will be assessed through the Small Group Code-focused Literacy Lesson Plan.
3. Outcomes 2, 3, and 4 will be assessed through the Vocabulary & Comprehension Lessons.
4. Outcomes 5 will be assessed through Phonological Awareness Assignment, as well as the Vocabulary & Comprehension Lessons.
5. Outcomes 6 will be assessed through Technology Assignment, as well as the Small Group Literacy Lesson Plan and the Vocabulary & Comprehension Lessons.
6. Outcome 8 will be assessed through class participation, written responses, and Parent Involvement Project.
7. All outcomes will be assessed via quizzes, class participation, and the Reflective Journal.

<table>
<thead>
<tr>
<th>IRA Standards</th>
<th>ECSU Education Unit Conceptual Framework</th>
<th>Connecticut Common Core of Teaching (2010)</th>
<th>NCATE Standards</th>
<th>INTASC Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.2, 1.3, 1.4, 3.1</td>
<td>Content Knowledge</td>
<td>Domain 1: Content and Essential Skills</td>
<td>1a, 1b, 1e</td>
<td>Principle 1, 7</td>
</tr>
<tr>
<td>2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4</td>
<td>Pedagogical Knowledge</td>
<td>Domain 2: Classroom Environment, Student Engagement, and Commitment to Learning Domain 3: Planning for Active Learning</td>
<td>1b, 1c, 1d, 1e, 1f, 1g, 3a, 3b, 3c</td>
<td>Principle 1-10</td>
</tr>
<tr>
<td>1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2,</td>
<td>Integration of Knowledge</td>
<td>Domain 4: Instruction for Active Learning</td>
<td>1a, 1b, 3a</td>
<td>Principle 1, 4, 7,</td>
</tr>
</tbody>
</table>

**Standards Matrix**

**IRA Standards**

**ECSU Education Unit Conceptual Framework**

**Connecticut Common Core of Teaching (2010)**

**NCATE Standards**

**INTASC Principles**
Technology: All writing shall be done on the computer, unless the instructor approves exceptions ahead of time. Papers must be double-spaced with one-inch margins and 12-point font. All references and citations must conform to APA style. All students must have the ability to communicate by e-mail and send electronic documents by Word attachment using Blackboard. This will facilitate the dissemination of class specific information and conversation. All work must be submitted through Blackboard unless otherwise instructed. The use of the Internet is an important resource for all writing and presentation projects. The Eastern library is a valuable source of electronically based information. You must check Blackboard regularly, preferably daily for possible announcements or updates, and are accountable for engaging in learning through Blackboard activities. If you do not have the latest Office software or need technology support, please go to the computer center on the fourth floor of Webb Hall.

Electronic communication: Effective August 1, 2009, email became an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email regularly, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.

For this course, course communication will be conducted via the Blackboard course shell email system with ECSU Outlook email as a second choice only when there is a technical issue with WebCT/Blackboard. This means that email pertaining to this class should be sent via the Blackboard course shell, not general Eastern email. In general, it is important to remember that email should not to be considered as private and therefore is not appropriate for transmitting sensitive or confidential information.

Each assignment MUST contain your thumbnail photo, as well as your name and date of submission! Label your submitted assignments as follows:

Last namefirst initial_assignment_date

Here’s an example: rubym_literacymemoir_9-17-10.doc
Remember: Students must have fluent computer skills and should seek help at the Computer Center – Webb 4th floor, if necessary.

**STUDENTS WITH DISABILITIES:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

“Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://academicaffairs.easternct.edu/ASC-FAQs.html”

Please see the University H1N1 Policy regarding illness and class attendance!

### Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>94-100 A</td>
<td></td>
</tr>
<tr>
<td>90-93 A-</td>
<td></td>
</tr>
<tr>
<td>84-86 B</td>
<td></td>
</tr>
<tr>
<td>74-76 C</td>
<td></td>
</tr>
<tr>
<td>64-66 D</td>
<td></td>
</tr>
<tr>
<td>60-63 D-</td>
<td></td>
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<tr>
<td>&lt; 60 F</td>
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</table>

### Evaluation

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance, Participation and Disposition</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>10%</td>
</tr>
<tr>
<td>Literacy Autobiography w/a Research Lens</td>
<td>10%</td>
</tr>
<tr>
<td>Phonological Awareness Project</td>
<td>10%</td>
</tr>
<tr>
<td>Small Group Code-focused Reading Lesson</td>
<td>10%</td>
</tr>
<tr>
<td>Parent Involvement Project</td>
<td>15%</td>
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</tbody>
</table>
Vocabulary and Comprehension Lessons 15%
Technology Project 10%
Reading Reflection Journal 10%

Class attendance, Participation, and Disposition 10%

As class attendance, participation, and disposition comprise 10% of the course grade. The expectations are that everyone will be present in class and prepared to participate in class discussions each week. This means:

- all assigned reading will be completed as assigned
- the weekly reflection journal will be submitted on time
- assignments due are submitted on due-dates
- students will be on time for class and in possession of required materials

Additionally, as a teaching professional, disposition is critically important. Be familiar with the rubric.
Discussion formats will be whole group, as well as small groups and pairs. Information discussed and shared in class discussions will be important for other work and assignments in this course, including quizzes. You are responsible for the content of class work. If you miss class, you are responsible for the material covered. Class content will build upon required readings. Information gathered through the class presentations, examples, activities, and discussions will be cumulative through the semester.

Class attendance is mandatory. If you must be absent for any reason, advanced written notification is required.

Unexcused absences will result in loss of 2 points deducted from your class total points per class with no exceptions. If you are absent, you are responsible for material covered in class.

Attendance-Participation-Disposition Rubric See Blackboard File
Total Points: 18 (worth 10% of grade)

Target 14 points

Quizzes (Total 4) 10%
There are four quizzes administered during the course of the semester. They are noted on the course schedule. Students may resubmit quizzes twice. The grades will be changed following correction of resubmitted quizzes. The average of the grades will be recorded as the final grade.

Assignments

Writing standards: It is required that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment.

Written work must use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. All references and citations must conform to APA formatting. You may either 1½ space or double space.

All references and citations must follow APA formatting guidelines.

Remember:
Each assignment MUST contain your thumbnail photo, as well as your name and date of submission! Label your submitted assignments as follows:
Last name first initial_assignment_date
Here’s an example: rubym_literacymemoir_9-17-10.doc

GRADING CRITERIA

Your final grade for the course will represent a comprehensive, integrative evaluation of punctual attendance, class participation, professional disposition, and completion of all class assignments, including online work as assigned. This grade will reflect your commitment to learning and the level of knowledge, understanding, and performance skill you demonstrate. All major assignments will be graded using rubrics provided in advance of the assignments to guide your completion. As part of our reflective process, you will self-grade your work on the appropriate rubric. This rubric MUST be handed in as a copied and pasted attachment to your assignment. Failure to submit your completed rubric with the assignment will result in a loss of points. The rubric for the journal assignment is completed ONCE – at the submission of your final journal response!!!!! Please refer to the journal rubric to guide your weekly submissions. We will confer if we do not agree on a grade.

YOU MUST HAND IN A COMPLETED RUBRIC THAT ACCOMPANIES EACH ASSIGNMENT. If an assignment is turned in without a rubric, one full point will be deducted from final grade for the assignment. No exceptions!

Candidates who do not achieve Target standard will receive feedback and are required to revise. The grade recorded will be an average of the grade on the original and final revised submissions. The Literacy Memoir may not be revised; your first submission is your final submission.
Late assignments will result in 5% grade reduction for each day. (Example: Assignment 1 is worth 15 total points. Each day the assignment is late, .75 points will be automatically deducted.)

Assignment #1 Literacy Autobiography/Memoir with a Research Lens 10%

➢ Remember to name your assignment:
Lastnamefirst initial_Assignment#1LiteracyAutobiography_date.doc

➢ Don’t forget to cut and paste the rubric at the end!
➢ Don’t forget your thumbnail photo next to your name at the top of the paper!

Write a 3-5-page paper addressing the following:

• How did you learn to read?
• Describe strategies from Putting Reading First that you recall having been used when you were learning to reading. If you do not recall having experiences with the strategies described in
• How would early instruction as described in Putting Reading First have been supportive to you as a beginning reader?
• What was surprising or new to you as you read Putting Reading First?
• How does your recollection of your learning to reading experiences align with the CT English Language Arts Framework Grade Level Expectations?
• What are your strengths and weaknesses as a reader?
• What are the characteristics of your current reading habits?
• What area(s) would you personally like to improve in?
• Identify and reflect on the most significant “take-away” from your reading and reflecting as it informs your thinking about teaching reading.

Assignment #2 Phonological Awareness Assessment 10%

➢ Review notes at the beginning of the previous assignment!

Use the Phonological Awareness Assessment you received in class (the handout with the subtests arranged and numbered in accordance with the hierarchy of skills under “the phonological umbrella”(i.e., skills are labeled 1.1, 1.2, etc.)

1. Identify a young student in grades k-2, or an older student who is experiencing reading difficulty (PA/decoding).
2. Identify the student (pseudonym), provide age, grade, reading level (if known), and any other information you may have regarding the student’s reading progress.
3. Administer the assessment. You may do this in one sitting or several, depending upon the student (age, focus, etc.). Note the administration time and conditions.
4. Upon completion of administration, categorize the results and record them on a “T-chart” noting skills “mastered” and “not mastered”.
5. Analyze the results and write a summary paragraph. Tell what phonological competencies the child has mastered and identify areas needing instruction.
6. Compare the student’s results with the GLEs for the student’s current grade level.
7. Identify instructional activities you would employ to support the student’s needs as identified by your assessment. If the child has mastered all areas assessed, give some thought to the level of automaticity of the responses and comment.

You must hand in the protocol (actual pages on which you marked your student’s responses must be scanned into your electronic document when you submit it through Blackboard—keep a copy for your records!) and a written report based upon the #2-6 above.

**Report**

**Introduction:**

a. Student Name (or pseudonym)
b. Evaluator Name
c. Date of Evaluation
d. Date of Birth (student)
e. Student Grade
f. School
g. Other information regarding reading progress

**Data:**

a. The completed reader protocol and all forms from your assessment
b. Scores from Protocol; quantitative data (T-Chart; see above)
c. Observation notes from your session with your student; qualitative data (Must be coherent written observations of what the student could and could not do written in paragraph form)
d. In addition to describing these in your report, all documents must be scanned into your final report at the end as an appendix.

**Analysis:**

a. A written summary of the findings, which synthesizes the information about your student’s profile as assessed on this instrument.
b. Statement regarding relationship of student’s performance and CT English Language Arts GLEs for the current grade level.
c. Interpretation of the student’s demonstrated performance.

**Summary:**
a. Tell what phonological competencies the child has mastered and identify areas needing instruction.

Intervention/Remediation Plan:
   a. Include a brief and succinct intervention plan that is based on your evaluation.
   b. Be specific regarding instructional strategies, amount of time, materials, location, suggestions for the classroom teacher and home. (What would you recommend as the reading specialist to help this student become more effective and/or efficient as a beginning reader?)
   c. Connection intervention to the student’s developmental learning level, state standards and curriculum expectations.

Assignment #3  Small Group Code-focused Reading Lesson  10%

In a group of three classmates (you must work in a group unless you receive permission to work individually) choose an appropriate book to develop a code-emphasis or code focused lesson. Be sure to review the materials we covered in class, specifically the examples of code focused lesson! Read and discuss the book as a group. The purposes are (1) To learn about planning in a collaborative setting and (2) To engage in development of a code-focused lesson. Consider the CT ELA framework and GLEs as you plan the lesson to guide your discussion. Use the provided Lesson Plan to design one small group lesson using the book you have chosen. Your group will report to the class on the book and why it was chosen, the experience, and the lesson you have designed. A single report including the lesson can be submitted for your group. Please retain individual copies for your personal files.

Assignment #4  Parent Involvement Project  15%

This assignment is intended to enhance school/home connections and build a closer partnership with parents to help their children learn by providing information about supporting home literacy to parents. This is not simply an “activity” or “homework” for parents to “do” at home with their children.

Read a book or at least 3 recent (within last three years!) journal articles (from peer-reviewed journals only!) on a literacy topic of your choice based on the needs of your students and your understanding of the importance of building home:school partnerships. Assess needs through a survey or interview regarding school/home connections and building a partnership with parents to help their children learn.

All topics must be approved by the instructor!

RLA 515 01: Reading Development: Ruby
If you are a classroom teacher, please use your own classroom population.
If you are a preservice teacher, options include:
  - finding a classroom
  - using your child’s classroom if you are a parent of a school-aged child
  - being assigned a classroom by me (you must see me in advance!)

Approved Topics must:
  - Focus on parent perceptions and feelings regarding current school/home connections and building a partnership.
  - Focus on questions and concerns regarding parental involvement at home.
  - Be based upon a survey of parents/PTO or an interview with a classroom teacher.

You must plan, design, and reflect upon a project to use to connect with and supports parents that is based on your reading of the literature.

You could: create a newsletter, create or add to a webpage or wiki, conduct a parent workshop, create an informational Power Point for parents or PTO group, create a family information backpack, etc.

As part of your project, include appropriate books and magazines to read aloud to children, to read together with children, and for children to read to parents. Suggest creative literature activities. Include exemplary web sites for parents and children. Submit a copy of what you create. If you create a workshop, submit focuses, activity sheets, and hand-outs.

Ensure that your parent project is culturally sensitive, responds to diversities, and includes referrals to appropriate technology to support literacy development.

**Assignment #5 Vocabulary and Comprehension Lessons**  
15%

Identify a grade level and a focus from the CT ELA Standards/ GLEs for this assignment. Choose a reading selection (at least 10 pages from a picture book, basal selection, novel, poetry collection or a piece of nonfiction). **You must** provide an introductory narrative that states your rationale for the lesson focus, choice of book(s), and classroom profile/current needs of the class. If you are a preservice candidate, you can describe/create a class based upon your clinical experiences, work experiences, or personal experiences.

You will develop two (2) reading lessons. One lesson must specifically address before, during, and after reading comprehension strategies. This lesson plan may be designed for implementation on one day or for several days. One of the lessons must specifically address vocabulary development - as discussed in class and described in your readings. Each of the lessons must include how student growth will be assessed.
Technology Assignment

Technology Resources and Supporting Reading Instruction

For this assignment, you should:
(1) Visit at least one site from each of the 13 categories. The list of sites will be posted on Blackboard. The categories are listed below.
(2) Identify the sites that you visit and briefly describe your findings (3-4 sentences minimum).
(3) Considering the ‘five big ideas’ important in reading instruction, as identified by the National Reading Panel, select a minimum of five of the sites you visited. In a separate section, following completion of #2 above, considering the CT ELA Standards, write an individual paragraph describing how you might use the information from each of the five sites you selected to support your teaching and student learning.

Reading Reflection Journal: Self-Monitoring Your Reading of Professional Texts and Literature, and Implications for Teaching Strategies; Reflecting on Questions: 10%

Monitor your weekly reading of professional texts and journal articles. Each week, you will make one journal entry reflecting on how the information you read fits with your current schema and knowledge base regarding research and evidence-based reading instruction and Questions posted on Blackboard that correspond to the content. Each week’s entry must be one to two pages in length. Your most recent entry should be at the beginning of your cumulative electronic document. This journal entry is not a summary of your weekly reading! The journal provides you the opportunity to make connections to self, other text, and to the world as you progress through the semester. Your responses to questions should state why the answer you select is correct.