

EDU 304: Differentiated Reading Instruction

Course Information

Course Dates and Time:

Room Location:

Professor: Dr. Joanne DeBoy

Office: Dickey Hall, Room 334

Extension 484-365-7572

Email: joannedeboy@lincoln.edu

Office Hours: Monday through Thursday 8:00 – 10:00 a.m.

Mon & Wed – 2:00 – 3:00 p.m.

Textbook:

Gipe, Joan P. (2010) Multiple Paths to Literacy: Assessment and Differentiated Instruction for Diverse Learners, K-12. Pearson Publ. Co. Boston

Harp, Bill & JoAnn Brewer, 2005. The Informed Reading Teacher: Research Based Practice. Pearson Publ. 2005

PDE Document: Code of Conduct

The Reading Teacher (International Reading Association Journal)

Websites: www.PDE.state.pa.us

www.oblongman.com/vacca9A

www.literacymatters.org/lessons/contentoverview.htm

Course Description:

This course will provide a thorough examination of the reading process and interventions from a theoretical and practical point of view. Students will be given opportunities to develop instructional strategies and techniques grounded in an understanding of the reading process and the role that reading plays in the development of language. This course is designed to provide pre-service teachers with fifty (50) of the 150 Pre-Student Teaching hours required by PDE

The 150 hours of Pre-Student Teaching are met through 3 clusters of methods courses:

Junior Block I includes EDU 304, EDU 311 and EDU 315;

Junior Block II includes EDU 313, 312 and EDU 308 and

Senior Block includes EDU 310, EDU 314 and EDU 330.

Concurrent Courses for Pre Student Teaching Field Experiences

Pre-service teachers are to enroll concurrently in EDU 304, EDU 311 and EDU 315 in order to meet 50 Pre-Student Teaching hours. Pre-service teachers will be required to work with students in a field setting using differentiated reading instructions. Pre-service teachers will be required to tutor students in science and social studies with activities designed to build upon their strengths while meeting their needs.

Purpose of the Course:

This course is designed to provide Pre-service teachers with the opportunity to acquire an understanding of the reading process and ways of differentiating instruction to meet the needs of all students. A major portion of the class will be designed to provide pre-service teachers with strategies to assess and develop students' prior knowledge as a means of bridging the gap from known to new information. We will discuss the importance of developing and utilizing instructional strategies that take students from instructional to an independent level of reading. Time will be devoted to the use of literature in the Content Area Classroom and how to integrate it into daily instruction. We will analyze the connection among all communication skills, e.g., reading, writing, speaking, listening and thinking. Diagnostic teaching and other means of assessing students will be an important component of this course. Pre-service teachers will have the opportunity to utilize these strategies through 50 hours of field experience in conjunction with the concurrent classes of Social Studies and Science Methods (EDU 311 and 315)

Lincoln University's Core Curriculum Student Learning Outcomes

It was established by the Lincoln University faculty that at the successful completion of the Core Curriculum courses, students will be able to demonstrate the attainment of these eight (8) Learner Outcomes. This course will address five (5) of the University Learner Outcomes.

1. Listen and effectively communicate ideas through written, spoken and visual means.
2. Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, extrapolating and evaluating ideas
3. Apply information literacy through internet activities to strengthen one's ability to research and expand concepts developed in text
4. Compare and contrast self and others and explain their interdependence in terms of historical, social, political, economic, psychological, health and moral/ethical factors.
5. Demonstrate positive interpersonal skills by adhering to the principles of freedom, justice, equality, fairness, tolerance, open dialogue and concern for the common good.

Course Objectives*:

At the completion of this course, students will be able to:

- ✓ Apply their understanding of the communication/reading process and the role of concept development in developing reading skills.
- ✓ Develop a variety of instructional strategies that motivate students in order to enhance and maximize their ability to learn through reading content materials.
- ✓ Utilize questioning strategies to guide students' precision in their understanding of the reading content.
- ✓ Develop a framework for a P-4 Reading Program that incorporates differentiated instructional strategies for all students
- ✓ Develop and utilize strategies to assess students' prior knowledge as a means of bridging the gap to the new unknown concepts developed in the students' text.
- ✓ Develop a thematic instructional unit that is designed to strengthen students' reading ability while learning content area concepts.
- ✓ Develop diagnostic instructional approaches to meet students at their current level while organizing the information to bring them to a higher level of understanding.
- ✓ Develop and implement lessons for Reading Support in the Social Studies and Science areas.

Grading Policy:

Assignment	Due	Weight
✓ Portfolio to include - - - -		60%
✓ Philosophy of teaching beginning reading -		5%
✓ Intervention Strategies - -		10%
✓ Curriculum Based Assessment (CRI,CARI & Cloze)		15%
✓ Research – Text Sets - -		10%
✓ Unit - - - -		15%
✓ Dialogue Journal – Weekly – Assigned Topics		5%
✓ Field Teaching - - - -		10%
✓ Tests - - - -		15%
✓ Final Examination - - - -		10%
✓ Attendance/Participation - - -		5%

Course Assignments:

Pre Student Teaching Field Experiences:

Pre-service teachers are to plan and implement differentiated reading strategies and assessment procedures to guide these reading strategies during the 50 hours of field placement experience. This field experience will be done concurrently with EDU 311 Social Studies Methods and 315: Science Methods.

Differentiated Reading Strategies

Pre-service teachers will develop lessons indicating a range of instructional strategies to meet the diverse needs of students they will be tutoring during the 50 hours of field experiences. These strategies will be helpful for students at the beginning level of instruction as well as for those who are at a higher grade level but experiencing reading difficulties. Students will show how the essential elements of reading instruction are included.

Dialogue/Reflective Journal

Pre-service teachers are to keep a separate reading journal and make a **weekly entry**. Each entry must be dated. The journal is designed to give students the time to reflect upon what they are teaching and how it related to reading and learning in and out of the classroom setting. In each chapter, students are asked to respond to readings, text and classmate's written comments. Other journal entries should include reflections on tutoring sessions, discussions with classmates, professors, class discussions in which reading is discussed, such as, students' difficulty with text reading, or from the news, professional journals, class discussions or reading.

Curriculum Based Assessment (CBA, CARI) (CRI IRI)

Pre-service teachers will be required to develop an assessment measure to determine the range of reading levels one might experience in a P – 4th grade classroom. Using a text, students will select a “stand alone” passage to use as an assessment of students' understanding/ reading comprehension and word attach skills. Using our in-class discussions on questions and components of CBA, each student will:

1. Select a 1 to 2 page reading selection
2. Develop a word list to assess students phonetic knowledge
3. Identify 2 vocabulary (concepts) words developed in the passage and are unique to the reading selection.
4. Develop 6 – 8 questions that are factual, low and high level inferential levels
5. Use the CARI format presented in class
6. Administer the test to a student and grade his/her performance
7. In retrospect, analyze the quality of the questions asked based upon student's Performance
8. Compare these results to the CRI which they will administer to a student.

Integrated Instructional Unit:

Pre-service teachers will:

1. select a theme that will be taught in a content classroom using a content area text and develop an instructional unit on this theme with the grade level, time frame and required materials noted.
2. list the major content concepts (macrostructure) and reading skills to be developed
3. teach one reading lesson from the unit using the DRA or LEA instructional strategy
4. develop 5 lessons around this theme to include:
 - 1 Directed Reading Activity (DR-TA)
 - 1 Language Experience Activity (LEA)
 - 1 integrated literature lesson on the theme
 - 1 instructional phonetic reading strategy
 - 1 integrated concept/vocabulary lesson
5. Lessons are to follow the Lesson Plan format provided in class to include:
 - Pre-reading or motivational activity – how you are going to assess students' prior knowledge to determine how to bridge the gap so students will have the necessary prerequisites to understand the new concepts developed in the materials.
 - Both content and reading objectives (PDE standards) or what you want the student to learn
 - Procedures to include an introduction, teaching and practice and summary
 - Assessment activities for each lesson are to be included

Research – Text Sets

Pre-service teachers will research and summarize articles on Text sets and its value in the content/cognate area classrooms. They will select a topic in their content area and identify and select a range of books at various reading levels and genre that will allow students to have various depths of understanding.

Portfolio:

Following the INTASC model, Pre-service teachers will develop a portfolio to include the following categories:

- Standard One: Subject Matter: Philosophy on the teaching of reading in the content areas. (1 – 2 page summary of major concepts)
- Standard Two: Student Learning: (1 page summary as to why and how this unit was developed to meet students' learning)

- Standard Three: Diverse Learners: (1-2 page summary as to how you would modify a lesson from your unit to meet diverse learners)
- Standard Four: Instructional Strategies: Strategy lesson from Instructional Unit
- Standard Six: Communication: (1 page summary as to how your LEA lesson fosters communication)
- Standard Seven: Planning Instruction : Instructional Unit
- Standard Eight: Assessment: CARI
- Standard Nine: Reflection and Professional Development: Journal

Attendance:

Since this is a professional level course, no unexcused absences are permitted for this class. If there is an emergency beyond the student's control, the student must present proper documentation to the professor and it is the Pre-service teacher's responsibility to make up the assignment. In cases of excessive absence, (3 absences) the professor has the right to request that the student withdraw from the course or issue an automatic failure for the semester or drop the student one letter grade for each absence beyond the 4 absences. Students must attend and be prepared for 50 hours of field placement assignments.

Lateness:

As a professional level course, students are expected to demonstrate preparation for class in an appropriate manner and be ready for class at the appropriate time.

University Policy on Academic Integrity:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed time limitations specified by the instructor. In seeking the truth, in learning to think critically and in preparing for a life of constructive service, honest is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All work must be done in accordance with established principles of academic honesty.

The instructor will issue a written warning for a violation of academic integrity standards and issue a failure for the specific project. Subsequent violations will result in failure for the course. (See pages 54 – 55 of the Lincoln University *Bulletin* – 2003 – 2006)

Electronic Devices

All cell phones, iPods and electric devices are to be shut off during class time

Course Outline

Week 1	Introduction, Reading Process Literacy Learning	Chapter 1
Week 2:	Analytic Process, (Reading Philosophy) Differentiated Instruction	Chapter 2
Week 3:	Linguistic Perspective ELL/ ESL	Chapter 3
Week 4:	Psychological, Physical Factors Environmental Factors affecting Reading Test 1	Chapter 4
Week 5:	Assessment Formal Measures	Chapter 5
Week 6:	Assessment CARI Informal Measures	Chapter 6
Week 7:	Reading Readiness Early Literacy Skills	Chapter 7
Week 8:	Reading, Writing Connection Writing Process	Chapter 8
Week 9:	Word Recognition & Word Analysis Phonics, Structural Analysis, Automaticity	Chapter 9
Week 10:	Vocabulary Development Concept Development, Word Learning Strategies Test 2	Chapter 10
Week 11:	Reading Comprehension, DR-TA Instructional Strategies	Chapter 11
Week 12:	Strategic Reading, Metacognition Narrative Text Strategies	Chapter 12
Week 13:	Strategic Reading, Text Expository Text Activities	Chapter 13
Week 14:	Study Skills and Strategies Independent Reading	Chapter 14
Week 15:	Review and Final	

