

Educ 546 Curriculum and Direct Instruction: Reading

3 semester credit hours, graduate course

Description: The topic of how to effectively teach children to read has become an issue of national importance. The No Child Left Behind Act (NCLB) of 2002 mandates that all children, including most students with disabilities, attain competence in reading by the 2013-2014 school year. The purpose of this class is to give students the skills needed to help make this lofty goal possible. The content in the class is driven largely by two key findings of the Report of the National Reading Panel (2000). First, effective reading programs should include the teaching of skills in five key areas: phonemic awareness, alphabetic principle, reading fluency, vocabulary and comprehension. Second, for many children who are at risk, including students with disabilities, reading instruction must be both systematic and explicit if it is to be effective. Therefore, in this class, for each of the essential areas of phonemic awareness, alphabetic principle, reading fluency, vocabulary, and comprehension, students will learn effective ways to assess student skill levels as well as ways to teach reading skills explicitly and systematically.

Goals and Objectives: This course is designed to prepare students to identify good, effective reading programs, identify the essential areas of phonemic awareness, alphabetic principle, reading fluency, vocabulary and comprehension, and learn effective ways to assess student skill levels as well as ways to teach reading explicitly and systematically.

The course objectives will enable the student to do the following:

1. State, define, and delineate a well designed scope and sequence within the five key areas of reading instruction identified as essential by the National Reading Panel: phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.
2. Use informal reading assessments to identify skill needs, determine curricular placements, group students for instruction, and monitor student progress.
3. Teach new reading skills/concepts as well as provide meaningful practice and necessary remediation for previously taught skills.
4. Evaluate, select, and modify commercial reading programs and educational software.
5. Plan instruction based on assessment data, design lesson plans, and prepare materials for reading instruction.
6. Carry out small group or one to one reading instruction.

Recommended Text: Bursuck, W. D., & Damer, M. (2011). *READING INSTRUCTION FOR STUDENTS WITH DISABILITIES AND WHO ARE AT-RISK* (2nd edition). Boston: Allyn & Bacon/Pearson.

Course Content:

- a. Introduction to the systematic, explicit teaching of reading
- b. Systematic explicit reading instruction
- c. Phonemic awareness: skills and assessments
- d. Beginning reading: assessment and teaching of beginning phonics
- e. Beginning reading: spelling, exception words, reading connected text
- f. Advanced word reading
- g. Reading fluency: oral reading assessment and teaching of reading fluency
- h. Reading fluency: fluency building
- i. Vocabulary
- j. Reading comprehension

Course Requirements:

- Weekly quizzes on readings. Students will complete an online quiz over the assigned readings. The quiz must be completed by class time of the week it is scheduled.
- Weekly homework. Download and print the homework packet assigned. The purpose of the homework is to help guide the reading of the text. Homework assignments are due each week and will be collected, graded for accuracy, and returned the following week.
- Sounds check out. Students will need to demonstrate mastery of key letter sounds. One hundred percent accuracy is required to pass this check out.
- Assessment projects (Project 1 & Project 3). Students will be required to assess two students using informal reading measures covered in class. One student must be a K-2 beginning reader for Beginning reading assessment project (Project 1) and the Beginning reading intervention project (Project 2), and the other a Grade 1-5 advanced reader for the Advanced reader assessment project (Project 3). All observations must be summarized, and suggestions for instruction provided. Specific guidelines will be provided during the course of this class as material necessary to carry out the project is covered in class. **IMPORTANT:** For the Beginning reading projects 1 and 2 students will need a school-age student reading between the second and sixth grade levels. Assessing students with identified disabilities is not required but students who have evidenced reading problems are preferred. If a student with a disability is used, they must be a high-incidence disability. The class material does not apply to students with developmental disabilities or students with autism who are on the lower end of the spectrum. As the measures are designed for students in K-12, selecting preschool children is also not acceptable. First semester kindergartners are fine, but see your instructor as the measures used may differ somewhat.
- Intervention project (Project 2). For the student assessed in Project 1, you will create a series of lessons (30 minutes maximum for each) designed to teach skills identified in the assessment as being in need of instruction. Again, specific guidelines will be provided during the semester as material necessary to carry out the project is covered in class. **IMPORTANT:** Students will need to

access the child for several days to complete this project which requires 5 (30 minute) lessons with the child.

- Midterm exam.
- Comprehensive final exam.

Reviewed 07/12