

**Department of Teacher Education, Augusta State University**  
**MGED 3222**  
**Integrated Reading to Learn: Reading Pedagogy across Content Areas**  
**Spring 2009 • Tuesday/Thursday 11:30 a.m.-12:45 p.m. • University Hall 381**

**Instructor:** Beth Pendergraft Ph.D. **Office:** University Hall 371

**Phone:** 706-667-4504 **E-mail:** [bpendergraft@aug.edu](mailto:bpendergraft@aug.edu)

**Office Hours:** T/TH 8:30 – 10:00 a.m. and 1:00 – 4:00 p.m. and by appointment.

**COURSE DESCRIPTION:** Students will develop strategies to effectively engage middle grade students in reading across content areas. Students will develop approaches which emphasize reading as a means to learn. Students will also develop strategies to enable students to deal with reading deficiencies and other challenges students may face as readers in the middle grades.

*Prerequisites: Admission to Teacher Education and MGED 3213*

**COURSE OBJECTIVES:**

As a result of this course, students will be able to:

1. describe the characteristics of adolescent readers
2. describe the reading process
3. use research-based strategies to help middle school students become better readers and writers
4. use research-supported theory to adapt and develop literacy teaching strategies in the context of content-area instruction.
5. assess students' reading and writing and use assessment to guide instruction
6. apply the understandings and skills in objectives 1-5 in field experience placements and participate in critically evaluating their effectiveness.

**NATIONAL STANDARDS:**

This course addresses the IRA/NCTE Standards for the English Language Arts (<http://www.readwritethink.org/standards/index.html>), the Five Core Propositions of the National Board (<http://www.nbpts.org/about/coreprops.cfm>), and the INTASC Standards (<http://www.emu.edu/maed/INTASC.html>). IRA Standards 1, 3, 4 & 5.

**STATE STANDARDS:**

To view Georgia Department of Education, English Language Arts Standards, go to <http://www.georgiastandards.org/english.aspx> .

**CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:**

*Element: Prepared*

*Dispositions: Critical thinkers about the process of teaching, learning, and assessment.*

- Understand the central concepts, tools of inquiry, and structures of the discipline and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
- Understand and use a variety of instructional strategies to encourage the learner's

development of critical and creative thinking, problem solving, and performance skills.

***Element: Able***

***Dispositions: Empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents and peers***

- Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.

***Element: Responsive***

***Dispositions: Creative, challenging, and flexible in teaching/professional practices.***

- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seek the opportunity to grow professionally.

**ATTENDANCE POLICY:** Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” In a 16 week semester, this translates to approximately 3 days for Tuesday/Thursday classes. Tardies and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion. Please keep all pagers, cell phones, and computers OFF during class time.

**ACADEMIC HONESTY :** “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade.

**DISABILITY/OTHER-ABILITY:** If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

**EVALUATION/GRADING:**

Grading is on the point system, with the final grade being a percentage of the total points earned throughout the semester. Late work will result in a reduced grade. Ten points will be deducted for each day an assignment is turned in late. An assignment will not be accepted if it is more than 3 days late.

**\*Note: A failure of the field experience/lab constitutes a failure of this class regardless of other grades.**

Grading Scale: A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60

\*Credit/No credit: Part of participation grade. Credit must be earned to receive a final grade.

Students are expected to check their ASU Campus Pipeline Account daily as messages may be forwarded from your instructor. This will be especially important during lab. Students are also expected to use *LiveText* to create and submit many of their assignments throughout the semester.

#### **REQUIRED TEXTS:**

Faber, S. (2006). *How to teach reading when you're not a reading teacher*. Nashville, TN: Incentive Publications.

Cooter & Flynt (2004). *Reading Inventory for the classroom*. Columbus, Ohio: Pearson.  
*LiveText* membership

#### **Course Requirements:**

1. Attendance/Participation: You are expected to attend all classes. If there is an illness or emergency, please notify the instructor in advance if possible. Two unexcused absences will result in your being dropped from the class. Attend all lab sessions. Complete all scheduled readings and homework.
2. Phonics Exam: You will be required to pass with at least 80 % accuracy a test of phonics knowledge. You must pass this test to pass this class, however, your score on this test will not affect your grade in any other way. You may retake the test if necessary. You must pass the exam by the time you go for the first week of lab.

#### **GUIDELINES FOR SPECIFIC COURSE REQUIREMENTS**

**ARTICLE CRITIQUES:** You will be given articles from the following journals: *The Reading Teacher, Journal of Adolescent and Adult Literacy, Reading Research Quarterly, Reading Online, English Journal, Voices in the Middle, Language Arts, or Educational Leadership*. You are to write a review/critique of the article. Each review is worth 10 points. You will be given approximately five articles this semester. *50 points*

See "Writing a Critique": <http://www.rpi.edu/web/writingcenter/critique.html>

**CONTENT AREA TEXT SET:** Develop a text set specifically for a unit of instruction in your class. Your text set should be an annotated list of materials for one topic (reading levels should be appropriate for your current students). For each item in your text set, write a brief description and how it will contribute to knowledge about the chosen topic. Use a variety of print texts. A rubric will be developed in class. *50 points*.

**DIRECTED READING/THINKING ACTIVITY – DRTA:** Plan teach, and analyze one DRTA using content appropriate to the teacher's curriculum plans. Determine the readability level of the selection used for the DRTA. You should have the lesson plan approved by the lab teacher prior to teaching the lesson. Write

the same type of reflection for this lesson that you did for number 5 and attach it to the lesson. *Worth 50 points.*

**LESSON SHARING:** Demonstrate one literacy lesson strategy that could be used in your own classroom. Distribute a handout to each member of the class with a detailed explanation of the strategy and/or patterns. This can be one of the strategies you plan to use with the student you are tutoring. *Worth 25 points*

### **INTERNET WORKSHOP**

Find five **high-quality** internet sites that will be helpful to you as a teacher of reading. Here is one to get you started: <http://school.discoveryeducation.com/schrockguide/> Evaluate the site for quality of content, ease of navigation, usefulness of information, multicultural choices, and so on. *Worth 25 points*

### **PROFILE OF A MIDDLE GRADES READER (Part of ISL) – Case Study**

While in the lab, complete a diagnostic reading assessment using the Flynt-Cooter Reading Inventory that will enable you to compile a profile on a student you will be assigned to tutor. Remember to use only the student's initials. The profile should be in narrative form and should include the following:

1. Demographic data about the community, school, and students in the class you are teaching
2. Biographical data – include age, grade level, retentions (if any), standardized test scores if available, unusual situations.
3. Attitude toward reading, interests, classroom behaviors, etc.
4. Description of tests administered to determine which strategies to use. Place, time, number of sessions, problems, writing samples, etc.
5. Summary of test results
6. Strengths – describe the student's strengths. Don't forget things like attitude and willingness. Include details.
7. Weaknesses – describe the student's weaknesses. Again, don't forget things like attitude and self-concept. Include details.
8. Describe the strategies you plan to use to tutor this student and how you plan to use them.

*Worth 100 points.*

**COMPILE AN ISL PORTFOLIO** of the work you complete while working with your student. Your portfolio should be neatly and logically organized and include a Table of Contents. The following sections should be separated with clearly labeled dividers:

1. Profile of a Middle Grades Reader (see above)
2. Tutoring lesson plans and assessments
3. Reflection and Refinement (ISL Essay)

The ISL reflective essay documents your impact on student learning. Use the ISL Assessment Rubric to guide your analysis when writing the reflective essay. Include in this essay a brief description of your learner and learning goals, the strategies you used and why you chose those particular strategies, the formative assessments you used, and how your instruction impacted (or didn't) your student. Also include suggestions for continued instruction for your student. *Worth 100 points.*

### **Strategy Presentation**

You will be assigned a reading strategy that you will present to the class. You will have approximately 10 min. to present the strategy. You should plan to make show the students how to use the strategy not tell. This means model. You may want to bring in reading materials or visual aides to demonstrate the strategy. You should make this informative and interesting. *Worth 25 points*

### **FIELD EXPERIENCE REQUIREMENTS**

1. Prepare a school/class/student profile.
2. Observations/experiences: Post your observations to the LiveText Discussion Board each week and reply to other posts. Share your knowledge and advice generously. You should have at least one entry and one response for each of the five weeks you are in lab. Remember the confidentiality of your students when posting to the discussion board. Avoid using students' real names or initials.
3. Plan and teach/co-teach as often as you can. Use a variety of reading strategies and note the impact.
4. Tutor one student at your lab school for approximately **one hour, two times per week** during the five-week lab. Based on the diagnostic you administered, develop short lesson plans for each time you tutor your student. Plans should include an objective (focus on a specific learning outcome for the student), the reading skill or strategy you are teaching, and the procedures you use. Try a variety of teaching practices which actively involve the student. After each lesson, analyze your formative assessments (informal assessments) made during each lesson. This will help you determine what to do at the next session (implications for teaching). At the conclusion of the tutoring experience, administer the Form A assessments to determine if growth has occurred. This will be your summative assessment. Write your reflective essay based on these experiences. See below.

**\*\*Ask your mentor teacher to help you choose a student to tutor. For this assignment, do not choose a special needs student or a student with known discipline or attendance issues. Your student should be a struggling/striving reader, but he/she must have a good attendance record and be willing to be tutored.**

### **Course Policies**

Attendance and punctuality are required except for in extreme emergencies. The maximum number of absences for this class is two. You may be dropped from the class on the third absence.

All assignments are due as you enter class. Please type all assignments professionally (correct spelling, grammar, punctuation, etc.) Use APA style for references as needed.

Late assignments will be penalized 10 points per day. They will be penalized 5 points if they are turned in on the day they are due, after the class has met. They will not be accepted at all three or more days beyond the due date.

Some assignments may be revised for a higher grade upon the suggestion of the instructor. It is up to you to try for a higher grade under these circumstances. Revised assignments must be received by the stated date or it will be assumed that you have opted to keep the original grade and the revised grade.

Although you may find ideas for some of your assignments in commercial books and teacher's editions, the completed project should be your own. Do not simply copy units or lessons from these or other sources, or from students that have recently taken this class. (See academic honesty statement below.)

The academic honesty policy outlined in the ASU Catalog applies in this class.

No cell phones or beepers are allowed in class without advance permission of the instructor. Reminder: They are not allowed in most elementary schools. To be safe do not take them to labs either.

Student grievances should follow the policy as outlined in the ASU catalog. This means grievances must first be brought to the attention of the instructor.

Borderline grades for the course will be rounded up based on punctuality, attendance, and class participation.

You are expected to check your ASU Campus Pipeline Email Account on a regular basis. Messages will be forwarded to you from the instructor. This will be especially important during lab. The bulletin board feature will also be available for student use during this class. You may be asked to post responses to the bulletin board that will count toward class participation.

Tentative Calendar

**MGED 3222 Integrated Reading to Learn**

**Tentative Schedule**

Jan. 8 - Homework - What's After Sound It Out? (Beers)

Jan. 13 –Introduction to Phonics – Homework phonics handouts

Jan. 15 – Review phonics homework Homework Read - Introduction and The Research – What is your Reading IQ and What is Content Area Reading? p. 9 – 47

Jan. 20 – Developing a Text Set – What is a Text Set? Create the rubric –

Homework – Read Characteristics of a Good Reader p. 51 – 61 - Phonics Review

Jan. 22 - **Phonics Test** Chapter 4 Homework Read IRI instruction pages.

Jan. 27- Introduction to informal reading inventory

Jan. 29 – Informal Reading Inventory Practice

Feb. 3 – **Practice IRI Due** - Review and Discussion of IRI

Feb. 5 – Discussion of Text sets - Text Set Due

Feb. 10 –**Article Reflection 1 Due** Article Discussion

Feb. 12 How to Use a Textbook – **DRTA** - Introduction of Case Studies

Lab Week Feb. 16 – Feb. 20

Feb. 24 - **Case Studies are Due** Strategies 1-5

Feb. 26 - Strategies 6- 8 **Article Reflection 2 Due**

March 3 - Strategies 9-13

March 5 - Strategies 14 -16 **Article Reflection 3 Due**

March 10 Strategies 17 – 21

March 12 Strategies 22- 24 Lab Requirements **Article Reflection 4 Due**

March 16 – April 17 Lab Weeks Spring Break April 6 – April 10

April 21 Lesson Sharing

April 23 Internet Workshop **Article Reflection 4 Due**

April 28 – TBA – Portfolio Conferences