

**MGED 3222 Integrated Reading to Learn  
Tentative Schedule**

Jan. 11 - Phonics – Homework What’s After Sound It Out? (Beers)

Jan. 13 - Phonics – Homework

Jan. 18 – Reading For Real and How Smart Readers Think  
Chapters 1 and 2

Jan. 20 – Why Textbooks are Not Enough Chapter 3  
Phonics Review

Jan. 25 - **Phonics Test** Chapter 4  
Toward a Balanced Diet of Reading

Jan. 27- Introduction to informal reading inventory Read IRI pages 1-26

Feb. 1 – Informal Reading Inventory Practice

Feb. 3 – Quiz over chapters 1-4 and IRI

Feb. 8 - **Practice IRI Due**  
Review and Discussion of IRI

Feb. 10 – Tools for Thinking: Reading Across the Curriculum Chapter 5  
Feb. 14 - 18 Lab Week

Feb. 22 How to Use a Textbook – **DRTA** Chapter 6

Feb. 24 Building a Community of Learners - Chapter 7 - **Case Studies are Due**

March 1 Independent Reading Workshop in Content Areas - Chapter 8

March 3 Inquiry Units – Chapter 10 (**Internet Workshop**)

March 8 Student Holiday

March 10 Struggling Readers (Chapter 11) and Spelling from work lists to how words work (Beers)

March 14 –April 15- Lab Weeks

Spring Break April 4 – April 8

April 19 Chapter 9 Book Clubs

April 21 Book Clubs

April 26 – Chapter 12 Recommendations from reading research

April 28 – Quiz over chapters 6-12

May 3 Lesson Sharing

**Augusta State University**  
**School of Education**  
**Department of Teacher Development**

**Course Title:** MGED 3222 - Integrated Reading to Learn

**Hours:** 3 sh

**Prerequisites:** Core I & II

**Instructor:** Beth Pendergraft, Office UH - 371, 667-4502, bpendergraft@aug.edu

**Texts Required:**

Daniels, H. & Zimmelman, S. (2004). *Subjects matter. Every teacher's guide to content-area reading*. Portsmouth: Heinemann.

Flynt, E. & Cooter, R. (2001) *Reading inventory for the classroom*. (4<sup>th</sup> ed.) Upper Saddle River, NJ: Merrill/Prentice-Hall.

**Course Description:**

Students will develop strategies to effectively engage middle grade students in reading across content areas. Students will develop approaches that 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.

**Standards: Conceptual Framework Principles Addressed**

**Students will:**

1. understand the central concepts, tools of inquiry, and structures of the disciplines(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
4. understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
7. plan instruction based on knowledge of subject matter, the learners, the community and curriculum goals.
9. 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 seeks the opportunity to grow professionally.

**Course Topics:**

- I. Literacy learning for middle grades students
- II. Learning environments that motivate students
  - A. Reading behaviors
  - B. Reading strategies
  - C. Discussion
  - D. Cooperative strategies
- III. Building knowledge before during and after the reading experience
  - A. Writing a sound lesson plan -- DRA, DRTA, writing process, balanced literacy lessons
  - B. Enhancing comprehension/higher level thinking skills through schema development
  - C. Questioning strategies
- IV. Theories of reading, approaches to teaching reading, and the early adolescent
  - A. Whole language
  - B. Literature-based approaches
  - C. Skills-based approaches
  - D. Programmed approaches
  - E. Workshop and individualized approaches
  - F. Integrated approaches
  - G. Needs of the adolescent as related to reading instruction
- V. Phonics, Phonemic Awareness, Word Analysis

- VI. Vocabulary Development
- VII. Reading to learn - Content area-reading strategies
  - A. Demands of text
  - B. Integrated learning experiences
  - C. Graphic organizers
  - D. Questioning strategies/higher level thinking development
- VIII Assessment
  - A. Informal assessments - interests inventories, checklists
  - B. Diagnostic assessments - informal reading inventories, miscue analysis

### **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.

### **Grading Policy**

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.

Grading Scale:

- A - 93 - 100
- B - 86 - 92
- C - 78 - 85
- D - 70 - 77
- F - Below 70

### **Accommodations for Disability:**

If you have a disability and wish to receive accommodations in class, please apply with the Office of Disability Services in Bellevue Hall.

### **Assignments:**

1. Internet Workshop: This will be completed in class. *25 points*
2. Lesson Sharing: Demonstrate one literacy lesson strategy. A handout with a detailed explanation of the strategy and/or patterns should be provided for each member of the class. *25 points*
3. Quizzes - Two Quizzes each worth *25 points*.
4. Lab log/Bulletin Board: Analyze your observations, post them to the bulletin board. You should have at least five entries, one for each week. Remember confidentiality of students when posting to the bulletin board. *Worth 25 points*.
5. Plan, teach, and analyze one lesson which teaches a content reading strategy using content appropriate to the teacher's curriculum. Teach a small or large group of students. You should have the lesson plan approved by the lab teacher prior to teaching the lesson. This can be any strategy other than the DRTA.

Write a reflection of how the lesson went and attach it to the lesson. Be sure to discuss your impact on student learning and how you would change the lesson. *Worth 50 points.*

6. 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.*

7. Case Study - You will complete diagnostic reading assessments that will enable you to compile a case study on a student that you will be assigned to tutor. The Flynt and Cooter Reading Inventory will be the primary reading assessment used to develop the case study. You must also administer an interest inventory. The case study will be used to develop the lesson plans used during the tutoring sessions during lab. *Worth 100 points.*

8. Portfolio - You will tutor one child at your lab school for approximately 1 hour two times per week during the five-week lab. You will compile a portfolio of the work that you complete while working with this student. At the conclusion of the tutoring experience you will administer the post-test form of the informal reading inventory to determine if growth has occurred. Your portfolio will include your ISL reflective essay that documents your impact on student learning. Use the ISL Assessment Rubric to guide your analysis when writing the reflective essay. Focus on your individual student in the context of the whole class.

1. Learning Goals - Focus on learning goals that relate to improved reading ability and skills for your individual students.

2. Learning Profiles - Find out all you can about your student. You can obtain information from the student, the teacher, and student records. Remember that confidentiality is very important. When you write your analysis, use the student's initials.

3. Planning for Learning - Describe the IRI, student data, and implication for your tutoring. Develop short lesson plans for each time that you tutor your student. Plans should include an objective (focus on a specific learning outcome for the student), the reading skill or strategy that you are teaching, and the procedures you use. You should try a variety of teaching practices which actively involve the student.

4. Student Achievement - Your formative assessments will include informal assessments, made during each lesson, that lead you to determine what to do at the next session ( implications for teaching). Your summative assessment will focus on the results of the second IRI.

5. Reflection and Refinement - focus on how your instruction impacted your student (positively or negatively). Also focus on suggestions for continued instruction for your student.

*A rubric will be provided - Worth 100 points.*

### **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.

## Portfolio Grading Sheet

Name \_\_\_\_\_

Student \_\_\_\_\_

### Test Data - Pre and Post

Complete including: IRI, Interest Inventory, Writing Sample,  
Summary Sheet, Running Records, etc.....15 pts.

### Work Samples

Beginning and ending evidence of progress ..... 25 pts.  
Lesson plans with supporting reflections of tutoring sessions  
Pictures, tapes, notes, kid watching checklist,  
Concepts of print, booklists, wordlists, etc

### Organization

Organized in a purposeful, useful, manner.....10 pts.  
Contents should be easy to access and clearly labeled. All materials should be  
displayed in a professional manner.

### ISL Essay

See ISL Rubric.....50pts.  
Learning goals, learning profile, Planning for learning, Student achievement,  
Reflection and refinement

Total 100 points

## Case Study Components

Include all tests administered along with the following 3<sup>rd</sup> person narrative form. Remember to use the child's initials only.

I. Biographical Data - Include age, grade level, retentions, standardized test scores if available, unusual situations.

II. Testing Situation - place, time, number of sessions, problems, etc.

III. Tests administered - listing of all tests given, including interest inventories, writing samples, etc.

IV. Summary of test results - List test again, along with results, summary of interests, information from writing samples.

V. Strengths - summarize child's strengths. Don't forget things like attitude and willingness. Skill areas must be backed by test data. Include details.

VI. Weaknesses - summarize student's weaknesses. Again, don't forget things like attitude and self-concept. Skill areas must be backed by test data. Include details.

VII. Tutoring objectives - List in objective form, the goals you would like the student to achieve during this quarter. Example: The student will increase his independent and instructional reading levels by one grade level as measured by the Classroom Reading Inventory. Example: The student will be able to write a complete paragraph with three or less spelling errors.

VIII. Tutoring plan - How are you going to achieve part VII? Tell the type of lesson plan that you intend to use and why. Be specific about some of the kinds of words and skills you plan to use. Also including the titles of trade books that you plan to use.

**The case studies are due on Feb. 24.**

Case Study Evaluation Name \_\_\_\_\_

Element	Criteria	Earned Points
Test Administration <small>All required and appropriate tests are included and administered correctly.</small>	20	_____
Test Scoring <small>Tests are scored and used correctly.</small>	20	_____
Test Summary <small>Test results are interpreted correctly.</small>	20	_____
Case Study Elements <small>All elements are included and demonstrate understanding of diagnostic information.</small>	20	_____
Composition and Conclusions <small>Correct use of grammar, spelling, mechanic, logic, and use of 3<sup>rd</sup> person.</small>	20	_____
<b>Total</b>	<u>      </u> 100	_____

Comments:

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