

Feinstein School of Education and Human Development Summer Session II - 2010

1. **Course Number:** ELED 629

2. **Course Title:** Reading Clinic

3. **Instructors:** Dr. Robert T. Rude

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4. **Course Descriptions:**

Catalog: This workshop course includes lectures, demonstrations, and clinical experiences that are designed to reinforce theory and develop skill in the diagnosis and treatment of reading difficulties.

Relationship to Professional Program: This is the major practicum experience in the M.ED. in Reading. Graduate standing and admission into the M.ED. in Reading program is required for admission into the course. During the practicum, each candidate will work with two or more children who are experiencing literacy problems. Through daily instructional sessions, a profile of each student's strengths will be discovered. Candidates will use a broad range of evaluation devices to help plan each student's instructional program. Candidates will meet with the student's caregivers and an educational plan will be submitted to the caregiver at the end of the practicum experience.

Candidates must successfully meet the performance assessment benchmarks established for this course in order to continue in the M.Ed. in Reading Program.

Relationship to Knowledge Base and SEHD: Good teachers follow a model of teaching that entails planning, actions, and reflection. This is sometimes referred to as the **PAR** model. This course follows this model as it examines current trends in reading/writing instruction. The role of language and how language interacts with

reading and writing is explored. Students in the course become active participants in the learning process by planning reading and writing lessons much like they would be expected to do if they served as a reading specialist. Alternative forms of evaluation are used, thereby requiring students to be reflective about their own learning.

5. Course Information:

Prerequisites: ELED 534, ELED 501, ELED 685 and ELED 686, and one year of teaching experience.

Professional Texts:

Dorn, Linda J. and Carla Soffos. *Scaffolding Young Writers*. Portland, ME: Stenhouse Publishers, 2001.

Fountas, Irene C. and Gay Su Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann Publishing Company, 1996.

Fountas, Irene C. and Gay Su Pinnell. *Guiding Readers and Writers: Grades 3-6*. Portsmouth, NH: Heinemann Publishing Company, 2001.

Ganske, Kathy. *Word Journeys*. New York: Guilford Press, 2000.

Harvey, Stephanie and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse Publishers, 2000.

Miller, Debbie. *Reading with Meaning*. Portland, ME: Stenhouse Publishers. 2002.

Pinnell, Gay Su and Irene C. Fountas. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann Publishing Company, 1998.

Primary Literacy Standards: Reading and Writing. Pittsburgh: National Center on Education and the Economy, 1999.

Strickland, Dorothy S., Ganske, Kathy, & Joanne K. Monroe. *Supporting Struggling Readers and Writers*. Portland, ME: Stenhouse Publishers, 2002.

6. Course Objectives: (2003 IRA Professional Standards are in bold print.)

After completing this course, candidates will be able to do the following:

1. Understand the class schedule.
2. Know the structure and organization of the literacy clinic.
3. Comprehend the course grading procedures.
4. Know how to evaluate a child's literacy level by using a variety of alternative forms of assessment. (3.1, 3.2)
5. Understand how instructional materials effect a child's reading. (1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 4.4, 5.1, 5.3)
6. Be able to discuss the role of oral and silent reading. (1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.4, 5.1, 5.3, 5.4)
7. Have a broad understanding of books that can be used to teach children to read. (2.3, 4.1, 4.2)
8. Understand the power of modeling behavior. (2.1, 2.2, 3.1, 3.2, 3.3, 4.3, 4.4)
9. Explain the relationship of reading and writing instruction. (1. 4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.4, 5.1, 5.3, 5.4)
10. Help students adjust their use of written, spoken, and visual language to communicate effectively with different audiences. (1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.3, 4.4, 5.1)
11. Understand the beginning stages of the writing process. (3.1, 3.2)
12. Describe how words are learned. (2.1, 2.2, 3.1, 3.2, 3.3, 4.3, 4.4, 5.1, 5.3, 5.4)
13. Explain a variety of ways for teaching words to students. (1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.3, 4.4, 5.1)
14. Identify strategies that can be used to help students generate questions and pose problems. (1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4)

15. Discuss teaching strategies that will enhance reading comprehension. (1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4)
16. Use a variety of technological and informational resources to gather and synthesize information. (1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4)
17. Describe how to set up a classroom to encourage student literacy. (1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 4.4, 5.1)
18. Understand the cultural diversity of the students in the clinic and adjust instruction to be most meaningful to the child. (1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 4.4, 5.1)
19. Prepare a portfolio of the candidate's learning over the course of the clinical experience.
20. Participate in a literacy team-coaching situation where lessons are videotaped and a tuning protocol is used to improve the delivery of instruction. (2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3)
21. Prepare written case study reports based on your work with struggling readers. (3.1, 3.2, 3.3, 3.4, 4.1, 5.1)

7. Course Schedule, Topics, and Reading Assignments:

The clinical experience runs for six-weeks during the Rhode Island College second summer session. Classes meet four days per week for four hours per day. During that period, a wide range of topics is explored. These topics are based on the needs of the M.ED. candidates who enroll in the clinic. Reading assignments are based on specific situations each candidate encounters while working with their children. Students meet with the candidates for two hours each day. Mini-lesson demonstrations are conducted by the professor and practitioners based on candidates' and students' needs. Candidates are expected to be able to use tuning protocols after observing videotapes of their teaching as well as prepare well-written case study reports.

8. Course Requirements:

Assignments: Candidates are expected to diagnose and instruct two or more students during the six-week experience. At the conclusion of the clinic, a written case study based on the student's demonstrated literacy strengths, is produced. A copy of this report is given to the child's caregiver and a second copy remains on file at the College.

Expectations: Candidates are expected to attend all sessions and to take risks to increase their own learning about reading and writing. They are expected to apply information gained from the four prerequisite courses as they work with students under their charge.

9. Evaluation and Grades:

Tutoring and Lesson Plans: 15%
Videotaping Presentation 5%
Contributions to Videotape Viewing: 5%
Case Study Reports: 75%

10. References: In addition to the professional texts, numerous timely handouts may be supplied to candidates.

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. A summary. Urbana, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.
- Allington, R. L. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Addison Wesley Longman.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5 ed.). Washington, DC: American Psychological Association.
- Atwell, N. (1987). *In the middle: Writing, reading and learning with adolescents*. Upper Montclair, NJ: Boynton Cook.
- Barton, J. (2001). *Teaching with children's literature*. Norwood, MA: Christopher-Gordon Publishers.
- Barton, J., & Sawyer, D. (2003). Our students *are* ready for this: Comprehension instruction in the elementary school. *The Reading Teacher*, 57(4), 334-347.
- Baumann, J. F., & Schmitt, M. C. (1986). The what, why, how and when of comprehension instruction. *The Reading Teacher*, 39(7), 640-646.
- Baumann, J. F., Seifert-Kessell, N., & Jones, L. A. (1992). Effect of think-aloud instruction on elementary students' comprehension monitoring abilities. *Journal of Reading Behavior*, 24(2), 143-172.
- Block, C. C., Oakar, M., & Hurt, N. (2002). The expertise of literacy teachers: A continuum from preschool to Grade 5. *Reading Research Quarterly*, 37(2), 178-206.
- Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with low-achieving second-grade readers. *Journal of Educational Psychology*, 88(1), 18-37.
- Calkins, L. M. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Cunningham, P. M. (1995). *Phonics they use* (2nd ed.). New York: HarperCollins.
- Drucker, M. J. (2003). What reading teachers should know about ESL learners. *The Reading Teacher*, 57(1), 22-29.

- Duffy, G. G., Roehler, L. R., Meloth, M. S., Vavrus, L. G., Book, C., Putnam, J., et al. (1986). The relationship between explicit verbal explanations during reading skill instruction and student awareness and achievement: A study of reading teacher effects. *Reading Research Quarterly*, 21(3), 237-252.
- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fountas, Irene C. and Gay Su Pinnell. *Guiding Readers and Writers: Grades 3-6*. Portsmouth, NH: Heinemann Publishing Company, 2001.
- Freeman, Y.S., & Freeman, D. E. (1997). *Teaching reading and writing in Spanish in the bilingual classroom*. Portsmouth, NH: Heinemann.
- Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing motivation to read. *The Reading Teacher*, 49(7), 518-533.
- Graves, D. H. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Graves, D. H. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.
- Graves, M. F. (2000). A vocabulary program to complement and bolster a middle-grade comprehension program. In B. M. Taylor, M. F. Graves & P. V. D. Broek (Eds.), *Reading for meaning: Fostering comprehension in the middle grades* (pp. 116-135). New York: Teachers College Press.
- Harris, T., & Hodges, R. (Eds.). (1995). *The literacy dictionary*. Newark, DE: International Reading Association.
- Harvey, Stephanie and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse Publishers, 2000.
- Hoffman, J., & Pearson, P.D. (2000). Reading teacher education in the next millennium: What your grandmother's teacher didn't know that your granddaughter's teacher should. *Reading Research Quarterly*, 35(1), 28-44.
- Holbrook, H. T. (1986). ERIC/RCS Report: Metacomprehension. *Journal of Reading*, 29(6), 556-558.
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- Jimenez, R. T., & Gamez, A. (1996). Literature-based cognitive strategy instruction for middle school Latina/o students. *Journal of Adolescent & Adult Literacy*, 40(2), 84-91.
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- Morrow, L. M., Tracey, D. H., Woo, D. G., & Pressley, M. (1999). Characteristics of exemplary first-grade literacy instruction. *The Reading Teacher*, 52(5).
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Reading Panel.
- National Center on Education and the Economy and the University of Pittsburgh. (1997). *New standards performance standards*. Washington, DC: New Standards.
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- Paris, S., Wasik, B., & Van der Westhuizen, G. (1988). Meta-metacognition: A review of research on metacognition and reading. In J. E. Readence & R. S. Baldwin (Eds.), *Dialogues in Literacy Research* (Thirty-Seventh Yearbook ed.). Chicago, IL: National Reading Conference.
- Pinnell, G. S. & Fountas, I. C. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.
- Pressley, M. (1984). What should comprehension instruction be the instruction of? In M. Kamil (Ed.), *Handbook of reading research*. White Plains, NY: Longman.
- Quint, S. (1994). *Schooling homeless children: A working model for America's public schools*. New York: Teacher's College Press
- Reyes, M. de la Luz (1992). Challenging venerable assumptions: Literacy instruction for linguistically different students. *Harvard Educational Review*, 62, 427-446.
- Roehler, L. R., & Duffy, G. G. (1986). What makes one teacher a better explainer than another. *Journal of Education for Teaching*, 12(3), 273-284.
- Rosenshine, B., & Meister, C. (1994). Reciprocal teaching: A review of the research. *Review of Educational Research*, 64(4), 479-530.
- Taylor, B. M., Graves, M.F., & Van Den Broek, P. (Ed.). (2000). *Reading for meaning: Fostering comprehension in the middle grades*. New York: Teachers College Press.
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- Wollman-Bonilla, J. (2000). *Family message journals: Teaching writing through family involvement*. National Council Teachers of English.

11. Best Practices for Working with Students with Literacy Problems

- Reading means getting meaning from print.
- Reading is a process.
- Hearing books read aloud is the beginning of learning to read.
- Reading is the best practice for learning to read.
- An effective reading program exposes students to a wide and rich array of print and goes beyond the use of the basal.
- Choice is an integral part of literate behavior.
- Teachers should model reading.
- Effective teachers of reading help children actively use reading and writing as tools for learning.
- Children learn reading best in a low-risk environment.

- Young children should have well-structured instruction in phonics
- Teachers should provide daily opportunities for children to share and discuss what they have been reading and writing.
- Writing experiences are provided at all grade levels.
- Reading assessment should match classroom practice.
- Schools that are effective in teaching reading have an ethos that supports reading.
- All children can and should write.
- Teachers must help students find real purposes to write.
- Students need to take ownership and responsibility.
- Effective writing programs involve the complete writing process.
- Teachers can help students get started.
- Teachers help students draft and revise.
- Grammar and mechanics are best learned in the context of actual writing.
- Students need real audiences and a classroom context of shared learning.
- Writing should extend throughout the curriculum.
- Effective teachers use evaluation constructively and efficiently.

12. Technology Standards

Standard 2: Instructional Strategies and Curriculum Materials

2.1. Use instructional grouping options...(computer based) as appropriate for accomplishing given purposes...Support classroom teachers...in their use of instructional grouping options. (During the coaching sessions you will use your videotape to help focus your instruction.)

Standard 3: Assessment, Diagnosis and Evaluation

3.1 Use a wide range of assessment tools...including technology-based assessment tools...Compare and contrast, use, interpret and recommend a wide range of assessment tools and practices...include technology-based assessments. (You may want to audiotape your running records for further analysis.)

Standard 4: Candidates create a literate environment

4.2 Use a large supply of books, technology-based information and non-print materials... Assist the classroom teacher in selecting books, technology-based information. (Books on tape and videotapes of popular books might be appropriate to use with your students.)

