

COURSE OUTLINE

EDUC-203

Instruction of Reading

3 Semester hours

HOWARD COMMUNITY COLLEGE

Course Description

This course is designed to give the classroom teacher the ability to use a representative array of research-based instructional techniques and strategies in the area of reading. Instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups are emphasized. Throughout the course, students will demonstrate their skill with the instructional routines and strategies by role-play, live demonstrations, critiquing good and inadequate models, and reviewing the research support available for those approaches. This course meets the Maryland State Department of Education Reading requirement for an initial certificate in Early Childhood Education, Elementary Education, Special Education Generic Infant/Primary, and Special Education Generic Elementary/Middle. (3 hours weekly)

Overall Course Objectives

1. Knowledgably discuss a brief history of reading instruction methodologies and philosophies in light of the current scientific based research consensus of how we should teach children to read.
2. Describe behaviors and characteristics of students at various stages of reading development and levels of proficiency in basic reading skill.
3. Describe a typical scope and sequence for phonological awareness instruction and an explicit, systematic approach to phonics/word study instruction.
4. Utilize techniques for teaching speech sound identification, matching, blending, segmenting, and manipulation (oral); phoneme-grapheme association according to a planned progression; sound blending in decoding to enhance accuracy and fluency; and fluent recognition of whole words using explicit, systematic instruction compared with implicit, incidental, opportunistic instruction.
5. Describe word study routines found in systematic approaches, including word building, word sorting, word chaining, and speed drills.
6. Implement instruction in fluent recognition of multi-syllabic words, including syllabication patterns and recognition of morphemes (prefixes, roots, suffixes).
7. Discuss the use of decodable, controlled, and predictable text to reinforce word recognition skills that have been taught.
8. Identify student needs across a continuum, including students with disabilities and students from diverse populations and differentiating instruction appropriately.
9. Define what it means to “know” a word deeply and use it well.
10. Describe the difference between recognizing words in print and understanding word meanings at a deeper level.

11. Utilize recommendations from research on vocabulary instruction techniques.
12. Identify the aspects of learning word meanings that may be challenging, including multiple meanings and uses of words, idiomatic expressions, the limitations of dictionary definitions, demands of categorical and hierarchical reasoning, or insufficient examples of contextual use.
13. Utilize research-supported approaches to selecting words for in-depth instruction.
14. Discuss derivational processes in word learning (morphological and etymological analysis) and the use of cognates in helping second language learners.
15. Describe how vocabulary develops in oral and written language by first and second language learners.
16. Employ implicit approaches for fostering independent vocabulary learning.
17. Develop a research-supported definition of reading fluency and its relationship to word recognition and comprehension.
18. Describe the expectations/norms for fluency as children develop reading skills.
19. Describe factors that may impact fluency, for example, type of text, reason for reading, background knowledge, and text difficulty.
20. Demonstrate knowledge of Oral Passage reading fluency intervention techniques for dysfluent students, including increasing time spent reading at independent level; alternate oral reading; repeated readings; and simultaneous oral reading.
21. Utilize explicit instructional strategies for supporting fluency development within the core, comprehensive reading program and authentic literature.
22. Discuss multiple influences that can cause miscomprehension—in the reader, the text, the context, or the reading task itself as well as positive influences on comprehension such as schema theory and the role of metacognition.
23. Utilize effective comprehension instructional practices supported by current research (such as, teaching word meanings, building or eliciting background knowledge, previewing the text, questioning during reading, making inferences explicit and overt, summarizing and retelling, construction of mental images, using graphic organizers) with both expository and narrative texts.
24. Describe text characteristics that affect comprehension, such as type of vocabulary, syntactic complexity, propositional density, use of logical connecting words, genre and discourse structure.
25. Employ techniques that explicitly teach and scaffold students' independent use of comprehension skills and strategies.
26. Describe a “three tier” model (core, supplemental, intervention) for organizing classroom instruction for students with a wide range of proficiencies.
27. Knowledgeably discuss the importance of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as they relate to the implementation of a comprehensive reading program.
28. Discuss the use of core, supplemental, and intervention materials in a comprehensive reading program.
29. Discuss the importance of writing and spelling in a comprehensive reading program.
30. Describe the relationship between specific underlying skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, and so forth) and high quality composition.
31. Demonstrate the ability to manage and allocate instructional time according to student needs.
32. Plan strategies that promote home/school connections to support student growth in reading.

Major Topics

- I. Learning Process
- II. Developing Knowledge of Early Readers
- III. Instructing Early Readers in Whole Groups
- IV. Instructing Early Readers in Small Groups and Independently
- V. Early Readers Working with Words
- VI. Developing Knowledge of Interpretive Readers
- VII. Instructing Interpretive Readers
- VIII. Developing Knowledge of Critical Readers
- IX. Instructing Critical Readers
- X. Reading in the Content Areas
- XI. Instructing Critical Readers
- XII. Professionalism
- XIII. Learner Diversity

Course Requirements

Literacy Centers

Group Investigation: Writing Skills

Reading Program Poster

Lesson Plan # 1: Word Recognition

Lesson Plan # 2: Comprehension

Final Exam

Lesson Implementation and Reflection

Other Course Information

This course meets the Maryland State Department of Education reading requirement for an initial certificate or renewal of a teaching certificate.

This course is an Arts and Sciences elective.