

COURSE SYLLABUS

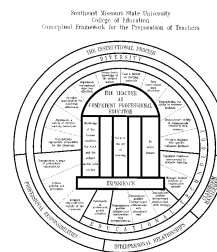
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education

Course: Reading Recovery® Advocate Seminar II

Course No. EL661

New: Sp 99



“The Teacher As Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:

Further in-depth theoretical and procedural development of Reading Recovery for at-risk students. Classroom instruction is coordinated with the individual instruction of one to three at-risk students in an integrated field experience. (3)

II. Prerequisite(s):

Admittance to the Reading Recovery Advocate program and successful completion of Reading Recovery Advocate Seminar I.

III. Purposes or Objectives of the Course:

- A. The student will demonstrate knowledge of:
 - 1. instructional decision making through the use of the running record, lesson plans over time, choosing the text for the next day, and the writing portion of the lesson over time.
 - 2. analyzing lessons plans and running record.
 - 3. the linkage between reading and writing.
 - 4. how to deal with “hard to accelerate” children.
 - 5. the linkage between theory and practice for children from diverse backgrounds.
- B. The student will demonstrate competence in the following areas:
 - 1. teaching for strategies and acceleration within the Reading Recovery lessons.
 - 2. making appropriate instructional decisions within the lessons.
 - 3. recording and interpreting information on the Reading Recovery forms.
 - 4. discontinuing children and completing the correct analysis and forms.

IV. Expectations of Students:

- A. Attend all class sessions and participate in class discussions and activities.
- B. Demonstrate behaviors associated with a professional educator.
- C. Successfully complete all readings and assigned projects.
- D. Complete field portion of class, involving successfully conducting (and keeping the appropriate records) a minimum of the following:
 - 1. complete diagnostic summaries for Reading Recovery students to be discontinued.
 - 2. tutor one to three students individually for 30 minutes each day.
 - 3. maintain accurate records of lesson plans, running records, book level and vocabulary charts and writing journals.
 - 4. one colleague visit.
 - 5. retest all individuals served and on waiting list.

V. Course Content or Outline:	Hours
A. Predictions of progress	3
B. Discontinuing	5
C. Hearing sounds in words	3
D. Linking of reading and writing	5
E. "Hard to accelerate" children	3
F. Using lesson plans and running records to inform instruction for children from diverse backgrounds	2
G. Fluency and phrasing	3
H. Parents' and classroom teachers' roles in supporting literacy	3
I. Implementation procedures for final testing and evaluation	3
J. Behind the glass (demonstration teaching using Behind the Glass technology)	15

VI. Textbook(s) and/or Other Required Materials or Equipment:

- Clay, Marie M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann Educational Books.
- Clay, Marie M. (1993). *Reading Recovery a guidebook for teachers in training*. Portsmouth, NH: Heinemann Educational Books.
- Clay, Marie M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann Educational Books.

VII. Basis for Student Evaluation:

- A. Class participation/evidence of reading
- B. Observation reports/observation summaries/discontinuing forms
- C. Case studies
- D. Seminar discussions/behind the glass lessons

VIII. Knowledge Base

- Allington, R. (1995). *Schools that work*. NY: Harper Collins.
- Au, K. (1993). *Literacy instruction in multicultural settings*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Bruner, J. (1996). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.
- Clay, Marie M. (1998). *By different paths to common outcomes*. York, MN: Stenhouse Publishers.
- DeFord, D., Lyons, C. & Pinnell, G. (Eds.) (1991). *Bridges to literacy*. Portsmouth, NH: Heinemann.
- Depree, H. & Iverson, S. (1994) *Early literacy in the classroom*. Bothell, WA: Wright Group.
- Dorn, L., French, C. & Jones, T. (1998). *Apprenticeship in literacy. Transitions across reading and writing*. York, ME: Stenhouse Publishers.
- Gipe, J. (1995). Developing reading of linguistically diverse students. In Gipe, J. *Corrective reading techniques for classroom teachers*. (3rd Ed.) (pp. 348-364). Scottsdale, AZ: Gorsuch Scarisbrick.
- Green, J. (1995). *The word wall: Teaching vocabulary through immersion*. Bothell, WA: Wright Group.
- Holly, C. (1995). *Warming up to books*. Bothell, WA: Wright Group.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lyons, C., Pinnell, G. & DeFord, D. (1993). *Partners in learning*. New York, NY: Teachers College Press.
- Moustafa, M. (1997). *Beyond traditional phonics*. Portsmouth, NH: Heinemann.
- Pinnell, G., Lyons, C., DeFord, D., Bryk, A. & Seltzer, M. (1994). Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly* 29, 9-38.
- Smith, F. (1994). *Understanding reading*. Hillsdale, NJ: Erlbaum Associates.
- Spangenberg-Urbschat, K. & Pritchard, R. (1994). *Kids come in all languages*. NY: Harper Collins.
- Swartz, S. & Klein, A. (Eds.) (1997) *Research in Reading Recovery*. Portsmouth, NH: Heinemann.
- Wells, G. & Chang-Wells, G. (1992). *Constructing knowledge together*. Portsmouth, NH: Heinemann.