

Education 293: Introduction to Teaching Reading
EDUC293.501
CRN 49746
University of New Mexico-Valencia
Spring 2019
January 14 – May 11

Instructor: Teresa Goodhue, MA Education
Class Time: Online
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Office Hours Monday through Thursday 2:15-4:15 and by appointment

Textbooks Required

Davenport, M. (2002). *Miscues Not Mistakes: Reading assessment in the classroom*.
Portsmouth, NH: Heinemann.

Fields, M., Groth, L., and Spangler, K. (2008). *Let's Begin Reading Right: A developmental approach to emergent literacy*. 6th ed. Upper Saddle River, NJ: Pearson.

Course Description (3 credit hours)

This basic course will introduce students to the concepts and terminology in teaching reading. Students will understand reading as a complex interactive, constructive process based upon cultural and social perspectives. The course will also offer a basic understanding of assessment in reading.

Course Objectives and Expectations

Students will:

- Develop strategies and techniques to assist students in reading.
- Identify terminology in reading instruction.
- Discover and explain the complexities of learning to read.
- Evaluate basic assessment tools.
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.
- Demonstrate knowledge of the reading and writing components of emergent literacy and independent reading.

Online Participation

Two Discussion Boards open Sunday at midnight. You will have 2 weeks to reply and there will be an overlap each week of the new Discussion Boards. I will be posting one question to each of your threads to which you should respond by the due date.

Dishonesty in Academic Matters

As stated in 2018-2019 UNM-Valencia Catalog:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

Course Outline

Week 1

1/14-1/20 After reading chapter 1 in "Let's Begin Reading Right," write about the following:

Why shouldn't we correct children when their theories or explanations are seemingly "wrong?" What are better approaches to redirect their thinking as suggested by the authors? **Due 1/28.**

Week 2

1/21-1/27 After reading chapter 2 in "Let's Begin Reading Right," write about the following:

According to the authors, how does literacy emerge? What is the connection and similarities between learning oral language (speaking) and learning written language (reading). **Due 2/4**

Week 3

1/28-2/3 After reading chapter 3 in "Let's Begin Reading Right," write about the following:

According to the authors, how does play and experiences encourage emergent literacy? **Due 2/11**

Week 4

2/4-2/10 After reading chapter 4 in "Let's Begin Reading Right," write about the following:

According to the authors, how does literacy develop through oral language and story? **Due 2/18**

Week 5

2/11-2/17 After reading chapter 5 in "Let's Begin Reading Right," write about the following:

What is shared reading, guided reading, and independent reading? How can educators assist emergent readers in all 3 areas? **Due 2/25**

Week 6

2/18-2/24 After reading chapter 6 in "Let's Begin Reading Right," write about the following:

In creating an environment for reading, what role does independence, quality literature and choosing books play? **Due 3/3**

Week 7

2/25-3/3 After reading chapter 7 in "Let's Begin Reading Right," write about the following:

What is interactive writing and what types of activities would you use to approach, kindergarten, proficient and older emergent writers? **Due 3/10**

Week 8

3/4 -3/10 After reading chapter 8 in "Let's Begin Reading Right," write about the following:

What strategies do the authors suggest to support independent writers? **Due 3/18**

Week 9

3/11-3/17 After reading chapter 1 in "Miscues Not Mistakes," write about the following:

Describe the language cueing systems and how each system assists a reader in questioning what they are reading and how it makes sense. **Due 3/25**

Week 10

3/18-3/24 After reading chapter 2 in "Miscues Not Mistakes," write about the following:

Respond to the questions about you as a reader on pages 25-27. **Due 4/1**

Week 11

3/25-3/31 After reading chapter 3 in "Miscues Not Mistakes," write about the following:

Briefly describe the What, How, Where, Why and Who of Miscue Analysis. **Due 4/8**

Week 12

4/1-4/7 After reading chapter 4 in "Miscues Not Mistakes," write about the following:

Briefly describes the steps in conducting Procedure III. Concentrate on the following: choosing the student, choosing the text, making the typescript and making the Retelling Guide. **Due 4/15**

Week 13

4/8-4/14 After reading chapter 5 in "Miscues Not Mistakes," do the following:

Miscue analysis: Referring to the chapter, conduct a miscue analysis with an independent reader. Refer to pages 128-129. What strengths and areas of concerns did you identify with the reader? **Due 5/6**

Week 14

4/15-4/21 After reading chapter 6 in "Miscues Not Mistakes," write about the following:

Briefly describe how to conduct an Over the Shoulder (OTS) Miscue analysis. What is the importance of "The Teaching Conversation?" **Due 4/29**

Week 15

4/22-4/28 After reading chapter 7 in "Miscues Not Mistakes," write about the following:

During "The Follow-Up" what questions should you ask yourself about the reader's comprehension?" **Due 5/6**

Week 16

5/6-5/10 **Final Reflection Paper:** Reflect back on the semester. What did you learn about emergent readers? What did you learn about independent readers through conducting a miscue analysis? What else did you find important or interesting?

