



CIEP 329:

Materials, Resources, and Strategies for the Reading Teacher

Loyola University Chicago
Spring Semester 2020

Social Action through Education

TIME & LOCATION:

Tuesdays 4:15-6:45
Cuneo Hall Rm 111

DATES:

Tuesdays January 14 – April 21

INSTRUCTOR: Ashley Ramirez, MEd

CONTACT INFO: aprangle@luc.edu
847-226-5924 (cell)

OFFICE HOURS: before or after class or by
appointment

COURSE DESCRIPTION: The purpose of this course is to provide teacher candidates in the reading teacher endorsement program with an in-depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary teaching responsibility is the teaching of literacy. This course goes beyond what is offered in CIEP 359 and Sequence Five to investigate the needs of elementary and middle school students with special needs in the area of literacy instruction and to identify materials, resources and instructional strategies in order to plan instruction that meets the needs of all students. Use of the Response to Intervention (MTSS) Framework will emphasize data-based decision making and problem solving within a systematic response. Curriculum development with respect to the Illinois Board of Education English/ Language Arts Learning Standards will be included and applied to individual, small group and whole group instructional models. Teacher candidates will be required to consider historical foundations of literacy instruction and to compare and contrast these with contemporary issues in reading and writing research in order to evaluate curriculum materials and approaches.

REQUIRED TEXTS:

It is highly suggested that candidates PURCHASE rather than rent the following resources. These will be useful in CIEP 305 as well as in future professional teaching. These are professional resources, rather than textbooks. Online editions are available and are acceptable, if preferred.

Fisher, P., Bates, A., & Gurvitz, D. (2014). *The Complete Guide to Tutoring Struggling Readers*.

New York: Teachers College Press. ISBN 978-0-8077-5494-8 (SR)

Harvey, Stephanie & Anne Goudvis (2017). *Strategies that Work: Teaching*

Comprehension for Understanding and Engagement, 3rd. Ed. Portland, ME:

Stenhouse. ISBN: 9781625310637

Additional course materials will be posted on Sakai.

The 2020 Illinois Reads books will be available in the LUC Curriculum Library. Please contact librarian Tracy Ruppman (Truppman@luc.edu) if you have any questions.

SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these needs may be addressed.

Conceptual Framework and Conceptual Framework Standards

Teacher candidates in CIEP 329 will be expected to demonstrate “professionalism in the service of social justice” in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class based on research based best practices. Knowledge of literacy concepts, curriculum, instructional strategies and practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized, and for this reason, there is a specific emphasis on meeting the instructional needs of students from diverse cultures and languages.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

Professionalism, Inquiry, and Social Justice

Participation will directly assess these three dispositions, but be sure that your writing, in-class participation, online participation, and interaction at schools with all stakeholders must always reflect these three dispositions. Please see LiveText or Sakai for the rubric.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

SCHOOL OF EDUCATION GRADING SCALE

Percent Range	Letter Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and below	F

Please note the following additional information related to this course:

- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- Attendance will be taken at the beginning of class. Reading Teacher Candidates not present at this time may be marked as absent. If they are absent from class, they should notify the instructor by e-mail or phone.
- **ABSENCES:** One excused absence is allowed for illness, a family emergency, or the purposes of attending a required school event. After this excused absence, you will be expected to do a make-up assignment. If you are absent, you cannot earn participation points for that class.
- All work should demonstrate serious effort and professionalism.
- All work must be individually completed. Credit must be given to original sources.
- Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments handed in late may be accepted, but full points will not be awarded.
- Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.

ALSO – Because this course is dedicated to the teaching of literacy skills: reading, writing, listening, speaking, communication is highly valued. As a result, candidates may not use computers or phones, etc. during class – except – when the activities completed in class require use of them, such as in class work designing curriculum or intervention lessons. The use of computers and social networking sites during class activities has been found to be distracting. Candidates may use these during breaks. If there is a personal reason of importance for use of an individual communication device for social networking to be used during class, please discuss this with the course instructor.

COURSE CALENDAR

Textbook Abbreviations for Reading Assignments:

- *Strategies That Work* – STW
- *The Complete Guide to Tutoring Struggling Readers* – TSR

Date	Topic	Readings and Assignments Due
1. January 14	Course Introduction, CCSS ELA, Core Literacy Instruction, History of Basal Reading Instruction, Evidence-Based Instruction, Introduction to <i>Strategies that Work</i> and Curriculum Planning, Illinois Reads introduction www.Illinoisreads.org	Purchase texts
2. January 21	Guest: Reference Librarian, Tracy Ruppman Illinois Reads ISBE standards and curriculum mapping overview Introduction to <i>Strategies that Work</i> Reading Strategy: Monitoring Comprehension	Chapter 1 & 2 (STW) <i>Review: Chapter 7 (STW)</i> *Select Illinois Reads book

3. January 28	Effective Comprehension Instruction Text Analysis for Struggling Readers (Readability, Lexiles, Genres, Motivation) Overview mapping of skills/strategies for Illinois Reads text Reading Strategy: Background Knowledge/Connections & Questioning	Chapter 5 (STW) <i>Review: Chapter 8 & 9 (STW)</i>
4. February 4	Reading Trends Connecting standards/strategies/and text structure Using technology to enhance comprehension Book choice Reading Strategy: Visualizing & Inferring	Chapters 3 & 4 (STW) <i>Review: Chapter 10 (STW)</i> Finish reading Illinois Reads text prior to today's class
5. February 11	Best practices in teaching comprehension Designing Technology Based (Smartboard Notebook, PowerPoint, Apple TV, etc.) strategies for reading comprehension and vocabulary instruction Reading Strategy: Determining Importance	Chapter 6 (STW) <i>Review: Chapter 11 (STW)</i> *Bring Laptop to class with Smartboard notebook, if possible Curriculum Map Due
6. February 18	Work in class on STW for Illinois Reads text Reading Strategy: Summarizing & Synthesizing	<i>Review: Chapter 12 (STW)</i> *Bring Laptop to class with Smartboard notebook, if possible
7. February 26	Work in class on STW for Illinois Reads text Tentative guest speaker: Supporting ELL readers	
8. March 3	SPRING BREAK – No Class	
9. March 10	Presentations/Peer Support for Illinois Reads Project	All materials for Illinois Reads Project need to be submitted by midnight (Unit Lessons and Technology Based Comprehension Strategies)
10. March 17	Introduction to interventions for struggling readers	Chapters 1 & 2 (STR)
11. March 24	Supporting print skills and development of word knowledge Contextual reading and fluency for early readers	Chapters 3 & 4 (TSR)
12. March 31	Supporting vocabulary and oral language	Chapters 5 & 6 (TSR)
13. April 7	Comprehension strategies Connecting reading and writing	Chapters 7 & 8 (TSR)
14. April 14	Sharing Intervention Lesson Plans Content Literacy: Integrating reading, writing and researching into social studies and science Inquiry and Research Workshops	Chapters 13 & 14 (STW) Intervention Lesson Plan Due
15. April 21	Sharing Inquiry Research Projects Planning Ahead (student teaching, job hunt, resumes, interview process, etc.)	Inquiry Research Project Assignments Due

Assignments and Points for Grading:

*Rubrics for all assignments will be posted on Sakai.

Class Discussion Leader	10%
Curriculum Mapping Chart	5%
Technology Based Comprehension Strategies for STW	15%
Illinois Reads Project: Unit Lessons	35%
Intervention Lesson Plan	15%
Inquiry Research Project Assignment	10%
Class Participation (punctual and participatory)	10%

ASSIGNMENTS:

- ✓ All assignments are due at 11:55 pm the night of the due date unless otherwise noted.
- ✓ All written assignments completed outside of class must be submitted in Microsoft Word. Please do not submit PDFs unless it is an assessment protocol.
- ✓ All assignments completed outside of class must be submitted to Sakai unless otherwise noted.
- ✓ Electronic submissions only, please.
- ✓ Use APA 6th edition for all references and writing. (Go to <https://owl.english.purdue.edu/owl/> for more information.)

Assignments: Brief Descriptions

Required Readings: Reading Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed.

Class Participation: Reading Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points. Up to ten points will be awarded for each class session.

The following guidelines for participation will be considered:

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.

- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions.

Class Discussion Leader: Teacher candidates will sign up for a day to lead the class discussion on the assigned comprehension strategy or intervention. A brief power point or SMARTboard presentation will be created to give the discussion as well as an interactive activity to model teaching of the strategy or intervention. A one page handout to be given out to classmates. The handout should include:

- Definition and explanation of the strategy or intervention
- Resources and lesson ideas (have the class complete one example)
- Assessment ideas
- Read aloud

Illinois Reads Project: Candidates will participate in this combined ISBE, IRC and Illinois Secretary of State project this semester and will collaborate with reading teachers in Illinois.

This project will be submitted to the Illinois Reading Council for use by classroom teachers. Candidates will select a grade level and simulate the type of unit development for the teaching of CCSS ELA standards that is frequently completed by school based reading teachers. Candidates will select a text from the Illinois Reading 2020 list for grades 3 – 8*, read the book, identify its readability factors, develop a curriculum mapping chart based on the ISBE model utilizing this text, develop a plan for teaching the entire text, create instructional strategies utilizing SMARTbook Notebook, PowerPoint software, or another form of technology for four *Strategies that Work* Comprehension strategies, and provide an instructional outline for teaching ELA standards and literacy skills with this text. Models for this project created by the course instructor and Illinois reading specialists will provide examples for candidates to follow. The project must be approved by the course instructor. Class time will be provided to work on this project with guidance from the course instructor. Candidates will utilize UbD (Understanding by Design) as they work through the stages of project completion. Books must be selected for the grade level of the candidates' teaching endorsement ranges.

(* A book from the grades K – 2 list may be selected instead, but then six lessons with Technology activities will be required.)

Components of this project include:

1. **ISBE Curriculum Mapping Chart (Due Feb. 11)** - The chart template for this will be posted on Sakai. Candidates will read the text, identify an appropriate grade level for its instructional use, identify CCSS ELA standards and complete the overview of the comprehension/vocabulary

and written response elements that will be taught along with the reading of the trade book selected.

- 2. Technology based comprehension strategies for STW -4 strategies for 4 different chapters/sections in the text (Due March 10))** - Candidates will develop four interactive and engaging instructional strategies that utilize technology for use with their text.
- 3. Unit lessons for STW/Illinois Reads Texts (Due March 10)** - Following samples developed and provided by the course instructor and reading specialists from the Illinois Reads project, candidates will provide overviews of lesson plans (8 in all) for teaching this text, emphasizing the focus of the selected CCSS ELA standards, reading comprehension, text vocabulary, and written response.

Intervention Lesson Plan (Due April 14): Using the sample lesson plans in TSR as a template, Reading Teacher Candidates will craft an individual or small group intervention lesson plan based on data gathered from their CIEP 328 case study or students at their practicum site. It will be important that candidates demonstrate how instructional planning for intervention lessons is different from basic Tier One Core Curriculum Lesson Planning.

Inquiry Research Project Assignment (Due April 21): Using chapter 14 in STW as a guide, Reading Teacher Candidates will be expected to create a brief description (one page) of an inquiry research project based on comprehension. This project can be based on your Illinois Reads text, a topic being covered in your practicum classroom, or a project of your choosing. Candidates will create a 2-3 element rubric to assess this hypothetical project.

List of Illinois Reads 2020 books: www.illinoisreads.org

These books will be available in the LUC Curriculum library.

Grades 3-5

Cape—The League of Secret Heroes, Book One by Kate Hannigan

Captain Superlative! by J.S. Puller

The Peculiar Incident on Shady Street by Lindsay Currie

The Superlative A. Lincoln: Poems About Our 16th President by Eileen R. Meyer

Time Castaways #1: The Mona Lisa Key by Liesl Shurtliff

Weird Little Robots by Carolyn Crimi

Grades 6-8

Fireborne by Rosaria Munda

Ninja: Get Good: My Ultimate Guide to Gaming by Tyler Blevins

Powers in Action, Volume 1: The Hero Squadron! by Art Baltazar

Robert E. Lee: The Man, the Soldier, the Myth by Brandon Marie Miller

Strange Birds: A Field Guide to Ruffling Feathers by Celia C. Pérez

Windy City Magic, Book 1: The Best Kind of Magic by Crystal Cestari

Grades K-2

Jasper & Ollie by Alex Willan

Just Read! by Lori Degman

My Teacher is a Robot by Jeffrey Brown

Oak Leaf by John Sandford

Sofia Valdez, Future Prez by Andrea Beaty

This is How I Do It: One Day in the Life of You and 59 Real Kids from Around the World by Matt Lamothe

**Loyola University Chicago
School of Education
Syllabus Addendum**



Smart Evaluation

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- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs:

Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.