

**Marylhurst University Department of Education**

*Preparing professional educators who demonstrate excellence in teaching, commitment to social justice and courage in advocacy, through collaboration with students, families, and communities*

**Master of Arts in Teaching**  
**Winter 2017: Elementary Cohort**  
**EDU 506: Reading Essentials Pre K-5**  
3 credits

**Instructor:**

Katie Vincent, Ed.D: [kvincent@marylhurst.edu](mailto:kvincent@marylhurst.edu)  
503-675-3965

**This course pertains to:**

ESOL Endorsement                      X    Early Childhood/Elementary Authorization  
X Reading Endorsement                     Middle School/High School Authorization

**Meeting Times & Location, Wednesdays, 6:10-9:10 pm: 1/11, 1/18, 1/25, 2/1, 2/8, 2/15, 2/22, 3/1, 3/8, 3/15**

**Catalogue Course Description:** This course is a comprehensive exploration of the theories and strategies of reading instruction and student reading comprehension. Candidates will learn the effective use of diverse reading strategies including constructivist and prescriptive reading instructional practices.

**Extended Course Description:**

Through this course, candidates will begin to develop understanding about how reading begins and develops for children. By assessing the effective strategies young children are using to make meaning with a variety of texts, candidates will decide what kinds of scaffolding and instruction children next need to make progress in reading. Through an intensive case study of a student, candidates will have practice gathering reading comprehension data, analyzing it and using it to plan future instruction. Candidates will also develop and support a clear reading philosophy supported by best practice research.

**Prerequisites:**

Admission to the MAT program, MEd program, or License Only program

**Texts:**

Armstrong, S. (2008). *Teaching Smarter with the Brain in Focus*. New York, NY: Scholastic Publishers.

Harvey, S. & Goudvis, A.(2007). *Strategies That Work*, Portland, Maine: Stenhouse Publishers.

Routman, R.(2003). *Reading Essentials*, Portsmouth, NH: Heinemann.

Shaywitz, Sally. (2003). *Overcoming Dyslexia*. New York, NY: Vintage Books.

**Textbook ordering will be through a virtual bookstore and the on-campus store will no longer be carrying textbooks.**

**Marylhurst students have an opportunity for free shipping during the week of December 8th through the 12th. Find your textbooks at the virtual store: <http://bookstore.mbsdirect.net/marylhurst.htm>. A portion of all MBS sales will benefit the university.**

**Essential questions:**

- How does reading begin and develop for young children?
- What are the components of a balanced reading program?
- How do teachers develop an individual student’s reading profile (case study) in order to inform teachers and parents about the next instructional steps?
- How do teachers plan, support and scaffold for emergent, developing and proficient readers within heterogeneous classrooms preK-5?

**COURSE ALIGNMENT**

<b>Course Goal</b>	<b>Assessment</b>	<b>IDA Standards</b>	<b>TSPC, TSPC /InTASC Standard, Conceptual Framework</b>
1. The Candidate will apply knowledge of reading theories to create rigorous instruction based on individual student learning needs and learners’ background knowledge with diverse resources	Lesson Plans: Mini-Lesson, Guided, Comprehension	A. Foundation Concepts: 1,2,3,4	Reading Theory InTASC Standard #4 j, l, m Planning for Instruction InTASC Standard #4 d, e, f, k, n, ,r InTASC Standard #5 m InTASC Standard #7 g InTASC Standard #8 a, i, l, p  Conceptual Framework Professional educator, excellence in teaching, commitment to social justice, collaboration with students, families and communities.
2. The Candidate will interpret and create his/her own reading philosophy based on current research and best practices with implications for reading instruction for the classroom.	Philosophy Essay	A.Foundation Concepts: 6  C. Knowledge of Dyslexia: 1,3,5	InTASC Standard #4 o, p, q  Conceptual Framework Professional educator, excellence in teaching, commitment to social justice, collaboration with students, families and communities.
3. The Candidate will use appropriate assessments to monitor learner progress and guide decision making for future reading instruction.	Case Study to include: Running Records Miscue Analysis Reading Survey Comprehension Analysis		Assessment InTASC Standard #6 g,l,o, r t, InTASC Standard #7 i, j, n Conceptual Framework Professional educator,

			excellence in teaching, commitment to social justice, collaboration with students, families and communities.
4. The candidate will identify specific strategies for teaching: Morphology, Phonology, Semantics, Syntax, Fluency, Vocabulary, Comprehension, Discourse (Narrative & Expository)	Lesson Plans	Knowledge E: 1,2,3,4,5,6	584420-0016 Dyslexia Instruction Program Standards, Subsection 5
5. The candidate will identify distinguishing characteristics of dyslexia and related reading & learning disabilities	Case Study	Knowledge: C.4	584420-0016 Dyslexia Instruction Program Standards, Subsection 5

## **COURSE PURPOSE AND METHODOLOGY**

### **Purpose**

This course has four purposes: 1) Introduce MAT candidates to major theories about reading and strategies of instruction; 2) Provide a forum for discussion and analysis of the ways such theories and strategies are applied for groups of students as well as individuals, including those with Dyslexia and other related reading challenges; 3) Provide support and feedback for observational, analytical, and teaching experience with reading assessment and instruction in the classroom; 4) Help candidates begin to develop their own personal reading philosophies, supported by best practice research.

### **Methodology**

This course will involve MAT candidates in the following types of activities:

- Current research with reliable sources.
- Projects and essays: Activities designed to assist candidates in developing the knowledge, skills and dispositions outlined for the course.
- Lesson design
- Student Presentations: In-class activities that allow candidates to provide leadership and share learning and understanding.

## **COURSE REQUIREMENTS**

Candidates are required to:

- Come prepared and on time to all class sessions
- Have assignments completed on agreed upon date

- Act in a professionally appropriate manner
- Observe and follow class developed norms and agreements
- Fully participate in ways that add to individual and group learning

Assessment Rubrics included in this syllabus.

See also General Information Sheet given at first class meeting for more specific requirements, expectations and grading system.

## **COURSE ASSIGNMENTS**

•**Lesson Plans:** Candidates will design 3 different lessons (mini-lesson, small group guided reading lesson, comprehension lesson) using the Marylhurst lesson plan template. The lesson plans will include the Common Core State Standard (CCSS), goal, objectives, materials, scaffolding process for learning, assessment, and differentiation of instruction.

**Mini-Lesson--Due February 8**

**Guided Reading--Lesson Due February 22**

**Comprehension Lesson--Due March 1**

•**Reading Philosophy Statement with Self-Reflection:** Candidates will articulate their evolving reading philosophy, supporting their approaches with best practice research and personal self-reflection and responses to assigned text readings. This assignment will also communicate the candidate's understanding of a balanced reading program including instruction, assessment, classroom environment, differentiation, literacy materials and text selection.

**Due March 15.**

•**Case Study of a Student:**

Candidates will develop reader profiles by gathering data on an individual student. Observation, interview, and data-collection assignments will be given. This data should be organized and analyzed within a formal written presentation, assessing a child's strengths, progress, and areas in need of future focus. This work can serve as a vehicle through which to analyze questions candidates have about individual students within the practicum classroom.

**Case Study DRAFT Due January 25**

**Case Study FINAL Copy Due March 1**

•**Genre Presentation:** Candidates will demonstrate their understanding of text structure and elements of genre in order to make literature choices for instruction and classroom reading. They will develop a list of books (at least 8) they would use to introduce or reinforce a specific focus for a lesson with children at the kindergarten/first, second/third, or fourth/fifth grade levels. Information will include the genre, key elements of the genre and titles with /author/publisher, ISBN# with a brief synopsis and/or lesson planning suggestions.

**Presentations Due March 8**

**Marylhurst Writing Standards:** Writing is one of the central activities through which students learn, communicate, and demonstrate learning. Academic writing differs from other forms of writing in that it usually:

- is appropriately narrow in focus,
- presents an argument based on sound critical thinking,
- draws upon and properly acknowledges the work of others, and
- presents new understanding in an organized fashion.

Unless otherwise indicated by the instructor, all writing in Marylhurst University classes, from electronic bulletin boards, to personal essays, to formal research papers, will be evaluated on the basis of Standard American English, quality, creativity, effectiveness of argumentation and reasoning, and accuracy of information. In addition, academic writing will be evaluated on the selection and use of appropriate supporting material.

**Documentation Style:** Any information not original to the student must be cited in a recognized format—for example, APA, MLA, or Chicago—appropriate to the academic discipline.

**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty that occurs when a student uses information or material from outside sources without proper citation. Plagiarism is grounds for disciplinary action at Marylhurst. It is a student's responsibility to understand plagiarism and its consequences. Students should consult their instructor, their department chair, the Writing Center, or staff at Shoen Library if they have any questions about preventing plagiarism. Plagiarism occurs if:

1. The student doesn't cite quotations and/or attribute borrowed ideas.
2. The student fails to enclose borrowed language in quotation marks.
3. The student doesn't write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
4. The student turns in work created by another person (e.g., another student, downloaded from the internet, etc.).

Students who submit or use their own prior work for a current course or work from one current course in another course without express permission from their professors may also be guilty of academic dishonesty.

**Consequences:** If it is determined that a student has plagiarized or engaged in other forms of academic dishonesty, the student will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action by the Provost. **Engaging in plagiarism and other forms of academic dishonesty can result in dismissal from the University.** For additional information, see "Academic Honesty" in the 2012-13 Marylhurst Catalog and "Conduct Code" in the Student Handbook.

**Writing Resources:** Marylhurst's undergraduate and graduate programs have adopted a writing handbook, Diana Hacker's *A Writer's Reference*, 7th Edition, to help students develop their writing skills. The handbook can be accessed online

[http://bcs.bedfordstmartins.com/writersref7e/default.asp#t\\_612701](http://bcs.bedfordstmartins.com/writersref7e/default.asp#t_612701) or is available in the Marylhurst bookstore. Writing help is also available at the Marylhurst Writing Center that is located in the Shoen Library. Call for an appointment, 503.699.6277 or email [writing@marylhurst.edu](mailto:writing@marylhurst.edu)

**Student Rights and Responsibilities:** All members of the Marylhurst community are expected to act in ways that foster the university's primary function of education. Conduct that interferes with this educational responsibility will be dealt with directly.

Please refer to the Marylhurst University Student Handbook, for specific information about student rights and responsibilities, as well as the policies and procedures. The *Handbook* is available online at: [www.marylhurst.edu/studenthandbook](http://www.marylhurst.edu/studenthandbook)

For further information contact the Dean of Students at 503.534.4023 or [deanofstudents@marylhurst.edu](mailto:deanofstudents@marylhurst.edu).

**Need For Accommodations:** Students who experience disabilities are encouraged to contact the Coordinator of Accessibility and Disability Services at 503.636.8141, ext. 3344; 1.800.634.9982, ext. 3344; or email [adaservices@marylhurst.edu](mailto:adaservices@marylhurst.edu) for assistance in requesting classroom accommodations.

## **- IMPORTANT NOTICE REGARDING ACADEMIC POLICIES -**

### **Course Completion**

Students are expected to complete all courses for which they register.

**Dropping a Course:** Students may drop a course without penalty until the published add/drop deadline.

**Withdrawal from a Course:** Students who encounter unexpected difficulties after the add/drop deadline may officially withdraw from the course through the Office of the Registrar through the last scheduled class meeting (or last class date for online courses) as per the Schedule of Courses.

**Incomplete:** An Incomplete (I) grade may be granted at the discretion of the instructor when:

1. No more formal instruction is needed;
2. At least 75% of the coursework (e.g., assignments, class participation) has been completed; and
3. The quality of work has been satisfactory; but
4. Some coursework cannot be completed before the grading deadline due to illness or unexpected circumstances beyond the student's control.

The Incomplete is granted for a period of one academic term.

For more information on course completion and other academic policies, see [www.marylhurst.edu/registrar/policies.php](http://www.marylhurst.edu/registrar/policies.php)

### **ABOUT THE INSTRUCTOR**

**Kathleen (Katie) Vincent, Ed.D—I'll introduce myself in class!**

**EDU 506 Reading Essentials Pre-K-5  
Tentative Course Calendar Winter 2017**

<b>Session &amp; Date</b>	<b>Essential Questions</b>	<b>Agenda and Topics Addressed</b>	<b>Assignments Due (Additional readings may be assigned)</b>
<b>Session 1 Wednesday January 11</b>	<b>What is reading? How does reading begin and develop for young children?</b>	<b><u>Course Introduction, Outcomes and Introduction to Reading</u></b> History of Reading Reading as Thinking; Connections Between Language Development and Literacy Development; Early Reading, Reading Cueing Systems; Concepts About Print	<b>Shaywitz-pgs. 3-58 Harvey &amp; Goudvis—Ch. 1, pgs. 11-22</b>
<b>Session 2 Wednesday January 18</b>	<b>What are the components of a balanced reading program? What does explicit reading instruction look like?</b>	<b><u>A Balanced Reading Program</u></b> The Brain and Learning to Read; Components of a Balanced Reading Program with Gradual Release of Responsibility; Guided Reading; Shared Reading Independent Reading; Read Aloud;	<b>Shaywitz-pgs. 59-89 Routman-Ch.4,9,10 Armstrong-pgs. 4-45</b>
<b>Session 3 Wednesday January 25</b>	<b>What data is needed to develop a student reading profile? How do teachers develop an individual student's reading profile (case study) in order to inform teachers and parents about the next instructional steps?</b>	<b><u>Reading and Assessment</u></b> Formative Reading Assessments: Reading Surveys, Fluency Rubrics, Retellings, Running Records, Stages of Reading, Decoding Skills	<b>Shaywitz-pgs. 93-130 Routman-Ch.2,3,7 Harvey &amp; Goudvis-Ch.3</b>
<b>Session 4 Wednesday February 1</b>	<b>How does data inform instruction? What are the components of a reading lesson? What decisions influence the planning of a lesson?</b>	<b><u>Assessment Analysis and Lesson Planning</u></b> Analysis of Running Records; Miscue Analysis; Topics and Format for Mini-Lessons; The pre/During/Post parts of a Lesson; Common Core Standards, IDA Standards	<b>Draft of Student Case Study</b>
<b>Session 5 Wednesday February 8</b>	<b>How do classroom teachers plan, support, and scaffold for emergent, developing and proficient readers within heterogeneous</b>	<b><u>Implications of Formative Assessment for Instruction</u></b> Guided Reading Lesson; Leveling Books; Presentations of mini lessons with Peer Feedback; Introduction to Dimensions and	<b>Mini-Lesson Plan Shaywitz-pgs. 198-247 Routman-Ch.6</b>

	classrooms? What is essential for literacy learning?	Outcomes of Understanding	
Session 6 Wednesday February 15	How do surface and deep structures contribute to understanding and learning? What comprehension strategies lead to deeper understanding of text?	<b><u>Surface and Deep Structure Systems</u></b>  Effective Comprehension Instruction	<b>Routman-Ch.8</b>
Session 7 Wednesday February 22	How does a teacher effectively plan for and teach comprehension? How do teachers help the reader develop vocabulary and reading fluency for understanding?	<b><u>Comprehension Strategies for Deeper Understanding and Structures for Teaching Reading</u></b> Tools for Active Literacy; Monitoring Comprehension as a Reading Strategy; Choosing a Text for Instruction; effective Vocabulary Instruction; Close Reading	<b>Guided Reading Lesson Plan</b>  <b>Shaywitz- pgs.251-287</b> <b>Armstrong-Ch.4</b>
Session 8 Wednesday March 1	What structures and strategies support reading for understanding across the grades? What strategies teach students to navigate informational text?	<b><u>Comprehension Strategies for Deeper Understanding and Structures for Teaching Reading</u></b> Activating Background Knowledge, Questioning, Visualizing and Inferring, Summarizing and Synthesizing as Reading Strategies; Determining Importance in Text for Nonfiction; Text Hurdles and Challenges with Nonfiction	<b>Final Draft of Case Study Due</b>  <b>Harvey &amp; Goudvis-Ch. 7,8,10</b>
Session 9 Wednesday March 8	How do teachers organize for and manage the environment for the essentials of a literacy curriculum? How does understanding the elements of different genre support reading for deeper understanding?	<b><u>Organization and Management of a Literacy Curriculum</u></b> Reading Conferences; Choosing Books for Readers; Great Conversations and Book Clubs; Literature Circles; Independent Reading; Literacy and Classroom Environment; The Classroom Library; Conditions for Success in Readers' Workshop; The Daily Schedule; Genre Studies and Books Genre Presentations;	<b>Comprehension Lesson Plan</b>  <b>Genre Presentation</b>  <b>Shaywitz- pgs.288-344</b> <b>Routman-Ch. 5</b>
Session 10 Wednesday March 15	How does instruction support reading for understanding?	<b><u>Teaching Reading for a Lifetime</u></b> Reading With Intention; Personal Reading Philosophies; Reflection	<b>Reading Philosophy Due</b>

		and Self-Assessment; Course Evaluation	
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**Rubric: Lesson Planning**

**Goal 1:** The Candidate will apply knowledge of reading theories to create rigorous instruction based on individual student learning needs and learners’ background knowledge with diverse resources

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Candidate utilizes Common Core State Standards (CCSS) in lesson planning. (InTASC #7g) (InTASC #4 n)	A reading CCSS and/or lesson goal are not present.	Candidate writes a lesson goal not connected to a based on a reading CCSS or the reading selection.	Candidate writes a lesson goal based on a CCSS appropriate to the reading selection.	Candidate writes an explicit Specific Measurable Accurate Reasonable and Timely (SMART) goal based on reading CCSS appropriate to the reading selection.
Candidate uses appropriate instructional strategies matched to the CCSS and based on the needs of the students. (InTASC #8 a, i, l) (InTASC #4 d, e, f, k, r)	Lesson plan format is evident but lacks significant detail.	The lesson plan includes some parts but lacks congruence between CCSS goals and instructional strategies.	The lesson plan includes most parts with congruence between CCSS goals and instructional strategies. Additional detail is needed for implementation.	The candidate writes a thorough lesson plan that is descriptive and flows, linking prior knowledge to new concepts. It includes: <ul style="list-style-type: none"> <li>•explicit instructional strategies to differentiate and engage all learners in meaningful tasks</li> <li>•questions requiring higher level thinking</li> <li>•evidence assessing student learning and</li> <li>•teacher reflection to guide next instructional steps.</li> </ul>

**Rubric: Philosophy Essay**

**Goal 2:** The Candidate will interpret and create his/her own reading philosophy based on current research and best practices with implications for reading instruction for the classroom

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The Candidate understands the components of a balanced literacy program. (InTASC # 4 j, l, o, p)	Candidate's evolving reading philosophy is not clear and does not include the components of a well-balanced literacy program.	Candidate's evolving reading philosophy is clear but not well supported by best practice reading theories. It includes a few components of a well-balanced literacy program.	Candidate's reading philosophy demonstrates solid understanding of reading theory supported with some citations from resources. It includes most components of a well-balanced literacy program.	Candidate's reading philosophy demonstrates strong understanding of reading theory supported with citations from resources. It includes all components of a well-balanced literacy program
Instructional Strategies and Appropriate Assessment (InTASC #4 l) (InTASC #5 m) (InTASC #6 t)	The candidate includes attempts to mention strategies and/or assessment.	The candidate includes the use of multiple strategies and mentions assessment and relates it to reading instruction.	The candidate includes the use of multiple strategies and assessment tools as a means of meeting the needs of individual learners.	The candidate expresses a clear vision for the use of multiple strategies including decoding, comprehension, and assessment tools as a means of meeting the needs of individual learners.
Diverse Resources and Materials (InTASC #4 l, m, q) (InTASC #8 p)	No mention of diverse resources are included in the literacy environment	Candidate provides a limited number of resources and with few details in the description of the literacy environment.	Candidate articulates a basic description of a literate environment which includes a limited variety of resources and materials that reflects the classroom	Candidate articulates a strong description of a literate environment including a variety of resources and materials reflecting the classroom community.
Writing organization, APA	Writing is developing.	Writing is adequate.	Writing and organization are	Writing and organization are

format: reference list and citations (InTASC #9f)	APA format is not present.	Organization is present. Emerging understanding of APA citations and reference format.	strong. Few APA errors.	scholarly. Accurate APA citations and reference list. Models ethical use of information and appropriate documentation of sources and respect for other in the use of media.
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**Rubric: Assessment**

**Goal 3:** The Candidate will use appropriate assessments to monitor learner progress and guide decision making for future reading instruction.

<b>Course Outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Observe and analyze the reading attitudes, along with decoding and comprehension of a student and make recommendations for future reading instruction specific to the student. (InTASC #6 g, l o, r)	Case study data is not comprehensive, nor analyzed rigorously. Instructional planning for students therefore does not have a strong data foundation.	Case study data is present with some analysis. Instructional planning for the student is evident, but not founded on analysis of data.	Case study data is strong but not comprehensive or analyzed rigorously. Instructional planning for the student is explained but not thorough or relevant.	Case study data is comprehensive and analyzed rigorously in terms of reading attitudes, decoding and comprehension strategies. Instructional planning for the student follows logically and explicitly from data collected.

**Other Resources and Texts:**

Peter Afflerbach: *Understanding and Using Reading Assessment K-12*, International Reading Association, 2007.

Nancie Atwell: *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers*, Scholastic, 2007.

Isabel Beck: *Making Sense of Phonics The Hows and Whys*, The Guilford Press, 2006.

Kylene Beers and Robert Probst: *Notice and Note: Strategies for Close Reading*, Heinemann, 2012.

Gail Boushey, Joan Moser: *The Daily 5: Fostering Literacy Independence in the Elementary Grades*, Stenhouse, 2006.

Carol Lynch-Brown and Carl Tomlinson: *Essentials of Children’s Literature 6<sup>th</sup> Edition*, Pearson, 2008.

Marie M. Clay: *An Observation Survey of Early Literacy Achievement*, Heinemann, 1993.

Marie M. Clay: *Becoming Literate: The Construction of Inner Control*, Heinemann 1991.

Marie M. Clay: *The Early Detection of Reading Difficulties*, Heinemann, 1989

Marie M. Clay: *Reading Recovery: A guidebook for Teachers in Training*, Heinemann, 1993.

Marie M. Clay: *Reading: The Patterning of Complex Behaviour*, Heinemann, 1987.

Douglas Fisher, Nancy Frey and Diane Lapp: *Text Complexity*, International Reading Association, 2012.

Fountas and Pinnell: *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, Heinemann, 2001.

Fountas and Pinnell: *Guided Reading: Good First Teaching For All Children*, Heinemann, 1996.

Yetta Goodman, Dorothy Watson, Carolyn Burke and Brian Cambourne: *Reading Miscue Inventory: From Evaluation to Instruction*, Richard C. Owen Publishers, 2005..

Stephanie Harvey: *Nonfiction Matters: Reading, Writing and Research*, Stenhouse, 1998.

Ellin Keene: *To Understand*, Heinemann, 2008.

Ellin Keene and Susan Zimmerman: *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, Heinemann, 2007.

Rebecca Lukens: *A Critical Handbook of Children's Literature*, Longman, 1999.

Elaine McEwan: *Seven Strategies of Highly Effective Readers*, Corwin Press, 2004.

Debbie Miller: *Reading with Meaning*, Stenhouse Publishers, 2007.

Debbie Miller: *Teaching with Intention*, Stenhouse Publishers, 2008.

Gretchen Owocki: *Comprehension Strategic Instruction for K-3 Students*, Heinemann, 2003.

Gretchen Owocki: *Literate Days: Reading and Writing with Preschool and Primary Children*, Heinemann, 2007.

Jan Richardson: *The Next Step in Guided Reading*, Scholastic, 2009.

Frank Serafini: *The Reading Workshop: Creating Space for Readers*, Heinemann, 2001.

David Sousa: *How the Brain Learns to Read*, Corwin Press, 2005.

Sharon Taberski: *Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop*, Heinemann, 2011.

Constance Weaver: *Reading Process and Practice*, Heinemann 2002.

Sandra Wilde: *Miscue Analysis Made Easy Building on Student Strengths*, Heinemann, 2000.