

Course: ED341 D & DN Teaching Elementary Reading

Credit: 3 hours

Semester: Fall 2020, Cycle 2 August 17 – October 9

Time: 8:00 – 11:00 a.m. Thursdays

Instructor: Mrs. Karen Hange

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I. DESCRIPTION

In this course the student is trained to teach reading from the phonetic approach and to manage a comprehensive reading program in the elementary school with an emphasis on the primary (1-3) grades. Strategies for developing critical thinking and problem solving in reading will be developed. (Prerequisite: ED190 or permission from the Education Department program director; must be officially admitted to the Teacher Education program.)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Understand the **fundamentals** of reading instruction, including semantics, syntax, morphology, and phonology.
 - a. PLO-2; MTS 1, 3
 - b. Assignments: A1, A3, A4, B5, B6

2. Gain understanding of how students learn, develop, and differ in their approaches to learning to provide learning opportunities adapted to **diverse learners** that support the intellectual, social, and personal development of all students.
 - a. PLO-3, 4; MTS 2, 3, 6
 - b. Assignments: A1, B2, B3, B5, B7

3. Model **effective use** of the English language, including grammar, syntax, and oral and written composition processes.
 - a. PLO-2, 6; MTS-1, 6, 8
 - b. Assignments: A2, A3, B1, B7
4. Understand how to use formative and summative **assessment strategies** to assess learner's progress and how to use classroom and standardized assessment data to plan ongoing instruction.
 - a. PLO-2, 5; MTS-4, 7
 - b. Assignments: A1, A3, A4, B2, B3, B6

A. Specific competencies to be achieved. The student will:

1. Apply theory-based **reading processes** to foster emergent literacy.
 - a. PLO-2, 4, 6; MTS-1, 2, 3, 4, 5
 - b. Assignments: A1, B4, B6, B7
2. Demonstrate knowledge of teaching children to read with a comprehensive **instructional program** that includes an emphasis on phonemic awareness, letter/sound relationships (phonics), context (semantic and syntactic) and text that is meaningful for students.
 - a. PLO-1, 2, 3; MTS-2, 3, 7
 - b. Assignments: B2, B3, B4, B5, B6, B7
3. Understand how to select **appropriate strategies**, including technology and engagement, to address individual student needs, such as English language learners, learning challenged, and gifted/talented, in meeting curriculum objectives.
 - a. PLO-2, 3, 4, 6; MTS-1, 2, 3, 4, 5, 6, 7
 - b. Assignments: A1, B5, B6, B7
4. Develop a knowledge base of **assessment strategies** and tools, while understanding the effects of instruction on individual and whole class learning.
 - a. PLO-3, 4, 5; MTS-2, 3, 4, 6, 7
 - b. Assignments: A3, A4, B2, B5, B6, B7
5. Understand strategies for **reflecting** on teaching practices to refine her/his own instructional process in order to promote the growth and higher-level thinking of students.
 - a. PLO-1, 6; MTS 8, 9
 - b. Assignments: B1, B5, B7

III. MATERIALS

A. Textbooks

The Bible (see note below in course policies)

Gunning, Thomas G. (2019). *Creating Literacy Instruction for All Students*, 10th edition, Pearson, ISBN: 978-0134986487 (Retail: \$80.00) This same textbook will be used for ED 352.

Dow, R. and Baer, G.T. (2012). *Self-Paced Phonics: A Text for Educators*, 5th edition. Pearson. ISBN: 978-0132883672 (Retail: 36.33) ***This is a workbook with weekly assessments. You will need to purchase the print edition of this book.*** (Before ordering, please view the course announcement on CANVAS).

Armbruster, B., Lehr, F. and Osborne, J. (2003). *Put Reading First: The Research Building Blocks for Teaching Children to Read.*

The instructor will provide this booklet free of charge to the students in this class.

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.). ISBN: 978-1433832734, (Retail: \$32.63)

B. Additional Reading

Additional materials (handouts, journal articles, websites, etc.) may be assigned by the instructor during the course.

IV. REQUIREMENTS

A. Weekly Assignments

1. Reading

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Read Chapter 1 before our second class. Chapter quizzes will be given over the textbook material.

2. Discussion Posts

Weekly discussion questions will be provided to build community and create interaction outside of class for topics discussed in class.

3. Phonics Practice & Proficiency

A chapter of phonics instruction will be assigned each week as a self-guided tutorial. Students will be required to submit their assessments from the textbook each class period. Books will be returned to students on Monday of the following week.

4. Quizzes

A quiz will be posted on CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

B. Assignments & Projects

1. Read-Aloud Practice & Proficiency

Students will select 5 simple picture books to read aloud as they focus on intonation, expression, fluency, and animation. Books will be selected from the following categories: Rhyme, Predicting text, Alliteration, Dialogue, and Silly Story. Students should practice reading aloud several times on their own before presenting to a group of students. A grading rubric will be linked to this assignment and posted in CANVAS.

2. Phonemic Awareness Inventory Assessment & Report

Students will interact with emergent readers and practice administering a phonemic awareness inventory assessment. After assessing a student, they will submit a reflection paper of 500-600 words that describes the experience and what they learned.

3. Create 3 phonemic awareness games or learning activities.

Using resources from reference books presented in class or from ideas from teacherspayteachers.com, students will create three learning games for building phonemic awareness instruction. Games should be colorful and engaging for students. Students will lead groups of children in playing the game and write a 500-600 word reflection response on the experience.

4. Emergent Literacy/Early Readers Book Review

Students will read and evaluate 20 early reader books from a variety of different authors and publishers. They will use the Fry Readability formula to analyze the reading level for each book and provide a description of the book with a rating based upon the template provided in CANVAS.

5. Whole-Word vs. Phonics Instructional Approach Position Paper

Research the different philosophical approaches to teaching reading. Write a 1,800 word position paper that describes the importance of a balanced approach to teaching emergent literacy to support the diverse needs of all students. Include principles from the RTI instructional strategies that will provide the scaffolding needed for struggling learners. Also include a section on supporting ELL learners in the learning-to-read process.

6. Reading Strategy Portfolio

Create a portfolio (either in a notebook or online) that includes 15 different reading strategies that can be used to support emergent literacy. Strategies can include RTI techniques, graphic organizers, anchor charts or other critical thinking tools designed for emergent readers.

7. Reading and Emergent Literacy Teaching Unit

Select a reading curriculum from a published company for Grades 1 or 2. Select a unit that focuses on teaching a specific phonics concept. Design a unit plan using the template on CANVAS. Include the following elements:

- Grade level & Theme
- Select standards from MO Learning Standards to cover in the unit.

- Write out the learning objectives based on the standards.
- Include instructional plans that cover the following topics: Phonics instruction, Context & Sentence structure, Fluency, Vocabulary, Comprehension, etc.
- Scope and Sequence...what will be taught and when it will be taught
- Create 5 detailed lesson plans using the template provided.
- Differentiation: for English Language Learners, Learning Challenged, Academically Gifted/Talented, Physically Challenged, etc.
- Include integration: Biblical principles, writing, art, music, P.E., etc.
- Design a bulletin board to enhance understanding of topic. (Diagram only).
- Include one Activity or Learning center idea

Be prepared to teach a lesson from this unit to the class.

V. METHODS

A. Teaching

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|-------------------------|----------------------|
| 1. Lectures | 4. Projects |
| 2. Group discussion | 5. Writing |
| 3. Research and reading | 6. Practicing skills |

B. Grading

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| 1. Weight given to assignments: | |
| Phonics Assessments (weekly) | 150 points |
| Read-Aloud Practice | 50 points |
| Phonemic Awareness Assessments Activity | 100 points |
| Phonemic Awareness Learning Games | 150 points |
| Early Readers Book Review | 100 points |
| Instructional Approach Position Paper | 150 points |
| Reading Strategies Portfolio | 100 points |
| Emergent Literacy Unit Plan | 150 points |
| Lesson Teaching Demonstration | <u>50 points</u> |
| Total points for course | 1,000 points |

2. Late Assignments

Late assignments may be penalized 10 points of the grade on that assignment.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Learning takes place best when the student is personally involved in the process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	8/20	Introduction—Overview & Pacing Gunning--Chapter 1: Nature of Literacy Phonics—Chapter 1 & 2	Phonics Pre-Test
2	8/27	Phonemic Awareness Gunning—Chapter 2 Phonics —Chapter 3	Read-Aloud Practice
3	9/3	Assessing for Learning Gunning—Chapter 3 Phonics—Chapter 8	Phonemic Awareness Assessment
4	9/10	Fostering Emergent Literacy Gunning—Chapter 4 Phonics—Chapter 4	Early Readers Book Review
5	9/17	Teaching Phonics Gunning—Chapter 5 Phonics—Chapter 5	Reading Strategies Portfolio
6	9/24	Teaching High-Frequency Words Gunning—Chapter 6 Phonics—Chapter 6	Phonemic Awareness Learning Games
7	10/1	Phonics—Chapter 7	Unit Plan & Lesson Demonstration
8	10/8	Phonics—Chapter 9	Emergent Literacy Position Paper Phonics Final Exam

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.