



MARS HILL COLLEGE

Syllabus ED 404 Reading Instruction in the Elementary School Fall 2004 Mars Hill College

Professor: Dr. Jim Brown

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Course Description:

Principles, methods, and materials for developing reading skills in the elementary school, including **innovative and alternative** reading instructional approaches and special problems that cause reading disabilities. Prerequisites: Education 321 and admission to the internship.

Required Texts:

Hindley, J. (1996). *In the company of children*. Portland, ME: Stenhouse Publishers.

Harp, B. & Brewer, J.A. (2005). *The informed reading teacher: Research-based practice*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Campbell, D.M., Cignetti, P.B., Melenzyer, B. J., Nettles, D.H., and Wyman, R. M. (2004). *How to develop a professional portfolio: A manual for teachers*. Boston, MA: Pearson.

Quick Flip Reference for Phonics from EduPress

LiveText™ Account

Supplemental Text

Tompkins, G. (2001). *Literacy for the 21st century: A balanced approach*. Upper Saddle River, NJ: Merrill Prentice Hall.

Additional Materials and Resources:

A copy of the NC Standard Course of Study Language Arts Curriculum K-6 can be obtained on-line from <http://www.dpi.state.nc.us/curriculum/>

You may also purchase *The Reading Teacher's Book of Lists*, fourth edition, as a reference.

You will also be required to register for Blackboard™ at www.bb.mhc.edu. Instructions will be provided later in the course.

Course Goals and Objectives:

Upon completion of this course, the student will have or be able to:

Content Knowledge

1. Acquire an in-depth understanding of various theories, instructional methods, and frameworks for teaching reading

2. Understand and apply the principles of effective reading instruction
3. Demonstrate knowledge through inquiry, analysis, and synthesis of the content

Pedagogical Knowledge, Skills, and Dispositions

4. Demonstrate understanding by linking theory to practice in designing effective reading instruction
5. Demonstrate understanding by designing literacy instruction using a balanced approach.
6. Design instruction specifically addressing the needs of the diverse learner
7. Design and apply interdisciplinary instruction
8. Integrate technology in appropriate ways to literacy instruction
9. Understand and apply effective research methods in literacy instruction to improve practice.
10. Reflect on practice and make adjustments to enhance student learning
11. Recognize personal dispositions toward teaching and learning and adjust accordingly to meet the needs of all students

North Carolina Standards for Elem. Education Met By This Course

NC-T-ELED.1 .STANDARD: Elementary teachers have a broad knowledge and understanding of the major concepts in English Language Arts and Literacy.

- NC-T-ELED.1.1 .I:** Teachers know the developmental stages of language acquisition.
- NC-T-ELED.1.2 .I:** Teachers know and understand influences on dialect.
- NC-T-ELED.1.3 .I:** Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of American, British, and World, as well as literatures written by women and authors of colors and works written for children and young adults.
- NC-T-ELED.1.4 .I:** Teachers understand the elementary school child's social, cultural, linguistic, cognitive, and affective backgrounds as they relate to the ability to develop effective communication processes (listening, speaking, reading, and writing).
- NC-T-ELED.1.5 .I:** Teachers know and understand that reading is taught as a process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
- NC-T-ELED.1.6 .I:** Teachers understand the importance of literacy for personal and social growth.
- NC-T-ELED.1.7 .I:** Teachers know and understand that the English language continually changes.
- NC-T-ELED.1.8 .I:** Teachers know and understand written and oral composition processes. They:
 - NC-T-ELED.1.8.A .>** Understand the written language as a symbolic system.
 - NC-T-ELED.1.8.B .>** Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
 - NC-T-ELEC.1.8.C .>** Understand the importance of teaching grammar and usage in context.

NC-T-ELED.7 .STANDARD: Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

- NC-T-ELED.7.1 .I:** Teachers develop and implement the pacing and alignment of curriculum that is consistent with the NC SCOS, LEA standards and pacing guides, and national standards in all subject areas.

- NC-T-ELED.7.2 .I:** Teachers understand and use an interdisciplinary approach to teaching by connecting and integrating language arts, mathematics, science, social studies, healthful living, and arts concepts and processes, with appropriate technologies to enhance their teaching.
- NC-T-ELED.7.3 .I:** Teachers promote new learning by using students' prior knowledge, misconceptions, and interests when designing lessons.
- NC-T-ELED.7.4 .I:** Teachers implement a variety of teaching and communication strategies for instruction.
- NC-T-ELED.7.5 .I:** Teachers assist students in developing multiple learning strategies to address discipline specific content, critical thinking, and problem solving skills.
- NC-T-ELED.7.6 .I:** Teachers modify instruction and assessments to meet the needs of individual students.
- NC-T-ELED.7.7 .I:** Teachers develop and use a variety of formal and alternative assessment strategies as an integral part of instruction and learning appropriate for assessing individual, peer, team, and collaborative skills.
- NC-T-ELED.8 .STANDARD:** Teachers design instructional programs and strategies that build on students' experiences and existing language skills to help students become competent, effective users of language.
- NC-T-ELED.8.1 .I:** Teachers teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), context (semantic and syntactic), and text that has meaning for students.
- NC-T-ELED.8.2 .I:** Teachers help students use a variety of strategies to monitor their own reading comprehension.
- NC-T-ELED.8.3 .I:** Teachers guide and encourage students to think critically about what they write and read.
- NC-T-ELED.8.4 .I:** Teachers encourage students' enjoyment of reading.
- NC-T-ELED.8.5 .I:** Teachers provide students opportunities to explore the use of different genres of writing and speaking to a variety of audiences.
- NC-T-ELED.8.6 .I:** Teachers model Standard English.

Instructional Methods:

Lecture, seminar, small group and whole group interaction, online discussion forum and videotapes.

Course Policies and Evaluation Procedure:

Attendance is required. You may take **one** absence during the semester. Leaving early or coming to class late will be noted. Habitual attendance issues will be dealt with on an individual basis.

Tests and Exams

Tests and daily reading quizzes will be given throughout the course to assess your level of comprehension, attention to the readings, lectures, and overall understanding of the content. The final exam will cover all material presented during the course. This exam is written to mirror the PRAXIS II Exam for reading and language arts.

Your grade and progress in the course will be determined by the following:

Attendance	20%
Participation and online discussion	20%
Tests	20%
K-2 Reading/Writing Unit	20%
3-6 Reading/Writing Unit	20%

Grading scale: A=100-90, B=89-80, C=79-70, D=69-60, F=59 or below

Note: ALL assignments, including Blackboard learning units, tests and examinations, and both reading/writing units must be completed at an acceptable level of competency. Failure to complete an assignment will result in a non-passing grade.

Students with documented disabilities are responsible for informing professors of needed accommodations.

Explanation of Projects:

K-2 Reading and Writing Unit

You will design a reading/writing unit for aK-2 grade level. The unit plan will include:

1. Unit Plan Rationale w/ theme or focus
2. Description of Classroom Environment
3. Daily Schedule
4. Lesson Plans
5. Pre-Unit Assessments and During unit assessments
6. Essential Elements of a Quality Instructional Program
 - a. Learning Language
 - b. Learning About Language
 - c. Learning Through Language
7. Description of Literacy Centers
8. Management and Record Keeping
9. Post Unit Assessments
10. Effective Strategies for working with Struggling Readers, ESL, Special Education – modifications for learning diversity
11. Research Base
12. Reflection and Conclusions

A rough draft for the unit, a list of goals and objectives, activities, and assessments must be approved before developing the unit. The unit plan must be original and demonstrate your ability to design instruction. Therefore, the unit plan, lessons, and minilessons may not come from outside sources. Other sources such as the Internet, teacher texts, or manuals may only be used to support your original design.

3-6 Reading and Writing Unit

You will design a reading/writing unit for a 3-6 grade. The unit must include:

1. Unit Plan Rationale w/ theme or focus
2. Description of Classroom Environment
3. Instructional Materials
4. Daily Schedule
5. Lesson Plans
6. Pre-Unit Assessments and During unit assessments
7. Essential Elements of a Quality Instructional Program
 - a. Learning Language
 - b. Learning About Language
 - c. Learning Through Language
8. Management and Record Keeping

9. Post Unit Assessments
10. Effective Strategies for working with Struggling Readers, ESL, Special Education – modifications for learning diversity
11. Research Base
12. Reflection and Conclusions

Note: An outline/ rough draft for the unit, a list of goals and objectives, activities, and assessments must be approved before developing the unit. The unit plan must be original and demonstrate your ability to design instruction. Therefore, the unit plan, lessons, and minilessons may not come from outside sources. Other sources such as the Internet, teacher texts, or manuals may only be used to support your original design.

Online Discussion Forum and Learning Units

Since this class meets once a week, extending the course in an online discussion group will enable each of you to pose questions, gain clarifications, and provide insights. Each week you will be required to login to Blackboard™ and participate in the forum. Your response must be a minimum of 100 words. Please keep your discussion focused on the readings, lectures, and observations during your internship. Your participation will be graded each week. The instructor will monitor the forum and provide resources and clarifications as needed.

You will also complete an online learning unit through Blackboard. This unit will lay the foundation for reading instruction and the integration of the writing process. The assignments will be completed in order as they relate to course content. Completion of this unit will be averaged in with the participation grade.

Course Content/Schedule:

Orientation

- Introductions, course policies, course content, schedule, and grading policy and expectations.
- Setting the stage for the course
- Taking pre-course surveys and inventories

Homework: Harp & Brewer chapter 1, Hindley chapter 1

Session one

- Introduction to the psychology of reading
- Essential Questions:
 - What is reading?
 - Is reading a skill or is it reading skills?
 - What is needed in order to foster a lifelong love for literacy
- Becoming an effective teacher of reading
- Supportive settings and caring communities
- In class activities

Homework: Harp & Brewer chapter 2

Session Two

- Approaches to Reading
- Phonics-Based
- Sight Based
- Language Experience
- Literature Based
- Whole Language
- Balanced Literacy

Homework: Harp & Brewer chapter 3, Hindley chapter 12,

Session Three

- Assessing students literacy development
- Involving parents and students in the assessment process
- Using technology to assist with assessment
- Managing student portfolios
- IRIs, Running Records, Rubrics, Standardized Tests, Accountability, and Evaluation Tools

Homework: Harp & Brewer chapter 4

Session Four

- Meeting the Needs of the Unique Learner
- Understanding IDEA, Section 504
- Learning Disabilities, Speech and Language Impairments, ADD/ADHD, Gifted, ESL

Homework: Harp & Brewer chapter 5

Session Five

- Orthography and Reading
- Language awareness
- Coding process
- Phonemic awareness
- Phonics
- Spelling
- Modeling the coding process

Homework: Harp & Brewer chapter 6

Session Six

- The Reading Process
- Strategic Reading
- Reading Strategies
- Miscue Analysis

Homework: Harp & Brewer chapter 7

Session Seven

- Vocabulary Development
- Word Play
- Wide Reading

Homework: Harp & Brewer chapter 8

Session Eight

- Guiding the development of comprehension
- Guided Reading Instruction
- Exploring Text
- Comprehension Monitoring
- Graphic Organizers
- Aesthetic and Efferent Responses to reading

Homework: Harp & Brewer chapter 9, Hindley Part Two: Reading Workshop

Session Nine

- Reading Workshop
- Minilessons
- Conferring and record keeping
- Reading Fluency

- Reader's Theater and Choral Reading
- Hindley Videos on Reading Workshop

Homework: Harp & Brewer chapter 10, Hindley Part One The Writing Workshop

Session Ten

- Writing in the Reading Program
- The Writing Process
- Writer's Workshop
- Hindley Videos on Writing Workshop

Homework: Harp & Brewer chapter 11

Session Eleven

- Supporting Literacy With Literature
- Catch-up day

Homework: Harp & Brewer chapter 12

Session Twelve

- Building A k-2 Reading Program

Homework: Harp & Brewer chapter 13

Sessions Thirteen

- Building a 3-5 Reading Program

Homework: Harp & Brewer chapter 15

Session Fourteen

- Ongoing Professional Development and Growth

Session Fifteen

- What Matter's Most For Struggling Readers: A Final Word

Final exam will be scheduled during the semester.

The course content and session schedule may be altered at the discretion of the professor. Updates and due dates may be altered. Announcements will be posted on Blackboard

Honor Code

We, the students of Mars Hill College, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill College.