

AEDR 420
Teaching Reading in the Elementary School - ELE
Fall 2008

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Meeting Time: **W** 8:30-11:30 OWES

I Descriptive Information

- A. Course: AEDR 420: Teaching Reading in the Elementary School
- B. Catalog Description: (3) This course will focus on the study of the various approaches to reading instruction and the place of reading in the curriculum.
Prerequisite: AEDR 418 and admission to Education Professional Program.
Co-requisite: AEDR 420P Practicum in Reading.
- C. USCA School of Education Conceptual Framework
The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator as one who plans, instructs, manages, communicates and grows professionally.

II. Course Goals and Objectives

- A. General Goal: To study the various phases of reading in relation to a modern program of education and the place of reading (literacy) in the curriculum. The many components of a balanced literacy program are addressed and studied as well as strategies for selecting appropriate materials, effective teacher behaviors, effective classroom management patterns, and techniques for meeting the individual needs and interests of students. The importance of continued professional growth through participation in professional organizations is encouraged.
- B. Instructional Objectives
Each Candidate will:
 - 1. Define the reading process and demonstrate knowledge of theoretical models of reading applied to reading instruction.
 - 2. Understand the concept of emergent literacy and the development of cognition and language in students and apply that knowledge in creating, evaluating, and selecting developmentally appropriate materials.
 - 3. Demonstrate knowledge of the advantages and disadvantages of approaches to reading instruction including basal reader (DRTA), language experience, literature-based reading, individualized reading, reading workshop, and guided reading.
 - 4. Discover ways of promoting vocabulary growth in students and will understand the flexible use of a variety of strategies for recognizing words in print.
 - 5. Study strategies readers can use to discover meaning from print and to monitor their own comprehension.
 - 6. Develop reading techniques using trade books across the curriculum.
 - 7. Become familiar with techniques for developing students' study skills and strategies for retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas.
 - 8. Be exposed to techniques that promote reading, writing and oral language for personal growth, lifelong learning, enjoyment and insight into the human experience.

9. Continue exploring the literature of childhood including (a) knowing a range of books, (b) knowing how to share literature with students and (c) knowing how to guide students to respond to books in a variety of ways.
10. Be able to promote creative thinking and expression, through literature circles, drama, choral/oral reading, reader response activities, etc.
11. Identify patterns of classroom organization and management plans for reading instruction.
12. Identify the effective teacher characteristics and behaviors described in current research.
13. Be aware of current research findings and their application in teaching students with exceptionalities and English language learners.
14. Recognize the importance of interaction with parents and community and its impact on literacy instruction.
15. Be aware of opportunities to grow professionally including professional literature, professional conferences, memberships in organizations, and other experiences to inform and improve practice.

III. Course Readings

A. Required Texts:

Vacca, Vacca, Gove, Burkey, Lenhart & McKeon. (2009). *Reading and learning to read*. (seventh edition). New York: Pearson.

Selected professional articles

One of the following children's chapter books:

Giff, P. R. (2002). *Pictures of Hollis Woods*. New York; Scholastic.

Korman, G. (2007). *Schooled*. New York; Hyperion Books for Children.

Mason, P. (2007). *Camel Rider*. Watertown, MA; Charlesbridge.

IV. Instructional Procedures: Instructional procedures include lectures, demonstrations, on-line and class discussions, small group work, supplemented with the use of videotapes, PowerPoint, and the Internet.

V. Course Requirements:

A. Administrative Requirements:

1. Candidates will sign the USCA HONOR CODE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work. Academic honesty violations are dealt with in accordance with the Academic Code of Conduct, which is described in the USCA Student Handbook. A breach of this code will result in a zero for that assignment and can result in a failing grade in the course.

Honor Code: The following statement should appear on all assignments: *On my honor as a University of South Carolina-Aiken student, I have neither given nor received any unauthorized aid on this assignment/examination. To the best of my knowledge I am not in violation of academic honesty.*

_____ Signature

2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

3. Your attendance is expected at ALL class meetings. Attendance will impact grades in regards to in-class assignments that cannot be made up. You are responsible for any content that you miss due to absences, tardiness, or early dismissal from class.

Inclément weather – On days that you are assigned to be in the schools, adhere to the schedule of the Aiken County Schools. This information can be accessed at: www.aiken.k12.sc.us
On days that you are assigned to be on campus, adhere to the USCA schedule that can be accessed at: www.usca.edu

4. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

5. Submission of assignments after the due dates **will result** in loss of points.

6. Blackboard will be used for communication between the teacher candidates and the professor.

B. Academic Requirements:

1. **Identity Narrative:** You will build personal and professional knowledge about teaching and learning throughout the semester by composing an Identity Narrative. At three points during the semester you will begin, build on, and complete an identity narrative in which you will explore aspects of yourself as a literacy learner and begin to build your teaching identity.

Due Dates and Guiding Questions:

Identity Narrative 1 – September 3

Guiding Questions:

How did you learn to read?

What is/are your most memorable reading experience(s)?

What kind of reader are you now?

What is reading?

What do you believe about how reading should be taught/learned?

What would literacy instruction look like in your classroom?

Identity Narrative 2 – October 15

Guiding Questions:

What are you coming to understand about the teaching and learning of reading?

How are your beliefs (stated in Identity Narrative 1) shifting or changing?

What would literacy instruction look like in your classroom now?

Identity Narrative 3 – December 5

Guiding Questions:

What is reading?

What do you believe about how reading should be taught/learned?

What would literacy instruction look like in your classroom?

2. **Reflections on Assigned Readings and Class Engagements:** Because learning occurs through reflection on experience, reflecting and writing about your reactions to assigned readings and class engagements will allow you to deepen your understandings of the course content. There are three formats for reflections that are required in this course:

a. Blackboard Discussion Group (**due Tuesdays by 3:00 p.m.**) – Each week you will logon to Blackboard where you will reflect on your assigned readings and respond to another student's reflection. Your

responses to your readings and to your peers are places for you to raise questions, explore and react to issues that arise, and to push each other as learners.

b. In-Class Discussions – Each class meeting we will expand and deepen our understandings of the assigned readings and class engagements through in-class discussions. In these discussions, we will analyze issues and questions from our Blackboard responses as well as address new issues that emerge.

c. Exit Slips – At the end of each class meeting you will complete an exit slip in which you reflect on class engagements in relation to what you are coming to understand about the teaching and learning of reading. Exit slips should be thoughtfully completed and include insights, connections, and questions.

3. **Focused Video Reflections (in class):** At two points during the semester, you will view a video of a literacy lesson and reflect in writing based on theories of language acquisition and literacy learning that have been studied in class. This assignment will support you in bringing theory and practice together. You will be provided with guiding questions and rubrics at each point in the semester when this assignment is due.

4. **Literature Circle (due Oct. 22):** You will choose a children's chapter book from the required text list, read it, and engage in a literature circle with a group of your peers. Following the literature circle experience, you will write a reflection about how the experience supported you as a reader and how you might use the literature circle structure in your classroom.

5. **Instructional Sequence/Text Set (due Dec. 3):** You will be required to plan an instructional sequence that addresses a reading strategy (i.e. sampling, predicting, confirming, monitoring, etc.) or a reading component (i.e. phonemic awareness, phonics, vocabulary, fluency, or comprehension). Your instructional sequence must include:

a. Five lessons that address a specific reading strategy or reading component.

b. At least 3 instructional structures (read aloud, shared reading, guided reading, interactive writing, conferring, literature circles, mini-lesson).

c. An annotated bibliography of the texts you will use in your instruction.

d. An explanation of how you employed the Gradual Release of Responsibility Model.

6. **Final Exam:** Your final exam will be a multiple-choice exam that will assess your theoretical and practical understandings of the course content.

VI. Evaluation and Grading Scale

Course guidelines for grading: This course is a graded course using A, B+, B, C+, C, D, and F. 93-100% is considered an A; 90-92% is considered a B+; 85-89% is considered a B; 80-84% is considered a C+; 75-79% is considered a C; 70-74 is considered a D; any grade below 70 is considered an F.

Your grade will be determined based on the 6 academic requirements, attendance, and class participation.

• Identity Narrative	30%
• Reflections on Required Readings and Class Engagements	20%
• Focused Video Reflections	10%
• Literature Circle	10%
• Instructional Sequence/Text Set	20%
• Final Exam	10%

Tentative Course Schedule

AEDR 420 Teaching Reading in the Elementary School – Wed. 8:30-11:30 - OWES			
Date	Topics	Readings	Assignments Due
Aug 27	<ul style="list-style-type: none"> Principal Orientation Review Syllabus Overview of Five Components 	<ul style="list-style-type: none"> RLR Ch. 1 and Ch. 2 	<ul style="list-style-type: none"> Exit Slip
Sept. 3	<ul style="list-style-type: none"> What is Reading? Models of Reading Instructional Approaches 	<ul style="list-style-type: none"> RLR Ch. 4 Goodman, Watson & Burke Chapter 	<ul style="list-style-type: none"> BB Reflection/Response for week one readings Identity Narrative 1 Exit Slip
Sept. 10	<ul style="list-style-type: none"> Language Acquisition Emergent Literacy Learning is Social 	<ul style="list-style-type: none"> Brian Cambourne Article 	<ul style="list-style-type: none"> BB Reflection/Response for week two readings Exit Slip 420P - ELA Standards Document
Sept. 17	<ul style="list-style-type: none"> Conditions of Learning Classroom Environment Classroom Community Gradual Release of Responsibility 	<ul style="list-style-type: none"> RLR Ch. 5 Frost & Sibberson Article Fisher chapter 	<ul style="list-style-type: none"> BB Reflection/Response for week three readings Exit Slip
Sept. 24	<ul style="list-style-type: none"> Balanced Literacy Instructional Structures: Read Aloud/Discussion Shared Reading Focused Video Reflection 1 	<ul style="list-style-type: none"> RLR Ch. 12 	<ul style="list-style-type: none"> BB Reflection/Response for week four readings Exit Slip
Oct. 1	<ul style="list-style-type: none"> Instructional Structures: Independent Reading Conferring 	<ul style="list-style-type: none"> Lanning & Lamere Article Gilbert Article 	<ul style="list-style-type: none"> BB Reflection/Response for week five readings Exit Slip
Oct. 8	<ul style="list-style-type: none"> Instructional Structures: Guided Reading/Small Group Instruction Literature Circles 	<ul style="list-style-type: none"> Children’s Chapter Book 	<ul style="list-style-type: none"> BB Reflection/Response for week six readings Exit Slip 420P – Full Day Experience Report
Oct. 15	<ul style="list-style-type: none"> Literature Circle Experience Instructional Structures: Mini-Lessons/Strategy Instruction 	<ul style="list-style-type: none"> RLR Ch. 7 	<ul style="list-style-type: none"> BB Synthesis of Big Ideas from readings Identity Narrative 2 Exit Slip
Oct. 22	<ul style="list-style-type: none"> Phonics/Phonemic Awareness 	<ul style="list-style-type: none"> RLR Ch. 9 	<ul style="list-style-type: none"> BB Reflection/Response for week eight readings Literature Circle Reflection Exit Slip
Oct. 29	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> RLR Ch. 8 	<ul style="list-style-type: none"> BB Reflection/Response for week nine readings Exit Slip 420P – Informal Small Group Lesson
Nov. 5	<ul style="list-style-type: none"> Fluency Focused Video Reflection 2 	<ul style="list-style-type: none"> RLR Ch. 10 	<ul style="list-style-type: none"> BB Reflection/Response for week ten readings Exit Slip
Nov. 12	<ul style="list-style-type: none"> Comprehension 	<ul style="list-style-type: none"> RLR Ch. 13 	<ul style="list-style-type: none"> BB Reflection/Response for week eleven readings Exit Slip 420P – Formal Lesson Observations
Nov. 19	<ul style="list-style-type: none"> Basal Readers and Instructional Materials 	<ul style="list-style-type: none"> RLR Ch. 15 	<ul style="list-style-type: none"> BB Reflection/Response for week twelve readings Exit Slip

			<ul style="list-style-type: none"> • 420P – Individual Conference Assignment
Nov. 26	Thanksgiving Holiday – No Class		
Dec. 3	<ul style="list-style-type: none"> • Thank You Notes • Bringing it All Together 		<ul style="list-style-type: none"> • BB Reflection/Response for week thirteen readings • Instructional Sequence/Text Set • Identity Narrative 3 • 420P – Thank You Note
<p>By Friday, December 5th: AEDR 420 Identity Narrative 3 (Final Draft) AEDR 420P Time Sheet Synthesis Paper</p> <p>AEDR 420 FINAL EXAM TBA</p>			