



Syllabus: Florida Campus

Course Name-*Teaching of Reading, K-Gr 6*
Course Number-EDA 342

Instructors of this Course-Shirley M. Pauler, Ph.D., Ms. Becky Russell
Office Hours-3:30-5 pm, Mon-Thurs
Contact Information:

Candidate is Completing EDA 400, Level II Field Experience

Text and Required Materials:
On Solid Ground, by Sharon Taberski; (copyright 2000)
**Phonics, Phonemic Awareness, and Word Analysis for Teachers (8th ed),
by Wilson et. Al (copyright 2004)**

Course Description and Link to Departmental Mission, Theme, and Conceptual Framework:
To enable the elementary teacher candidate to facilitate the success of her/his students, *Teaching of Reading (K-6)* develops his/her understanding of the nature of reading, the developmental stages in learning to read, and **direct approaches to the teaching of reading grounded in current research regarding best practice**. These approaches address the following critical word identification strategies: phonemic awareness, phonics instruction, instruction in word analysis (use of common phonograms, decoding by analogy), and instruction in contextual analysis. Emphasis is placed on offering **balanced reading instruction** that helps the emergent and beginning reader gain independence in word recognition by **applying word recognition strategies to reading authentic literature**, thereby growing into a fluent reader. Course content **also addresses the need of all readers to strengthen their comprehension**, by demonstrating and engaging students in applying various comprehension strategies. Most importantly, within the Level II Field Component associated with this course, the candidate applies the **declarative** and **procedural** knowledges gained from class to

stimulate initial development of **conditional** knowledge.

Summary Standards Addressed in Course:

Florida Educator Accomplished Practice 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12;

Florida Elementary Competencies 60.1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6,2.7, 2.8, 2.10,,2.11, 4.4, 6.2, 6.3, 6.4

English for Speakers of Other Languages Performance Standards 6, 9, 10, 11, 16

ESOL Competencies 47.4, 5, 6, 8

IRA Standards for Reading Professionals-Classroom Teacher Candidates: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1;

Asbury’s Dispositions Standard: Respect/compassion for others; Passion for teaching;

Personal/emotional wellness & vitality; Moral/ethical integrity

Attention to...	Description
Culturally Responsive Teaching	This class addresses culturally responsive instruction through text-based reading/discussion of the unique needs relative to literacy learning of English Language Learners (K-6), and universal accommodations in literacy instruction that particularly facilitate the success of ELL’s. This course builds on the familiarity with children’s literature by authors of diverse backgrounds and about cultural diversity developed in ENGA 360 by encouraging the use of such literature in literacy lesson planning/implementation during the field experience.
Technology Integration:	
Professor’s Use	Advanced Word Processing, PowerPoint, Internet, Smart Board
Candidate’s Use	Advanced Word Processing, Internet, E-mail conferencing with cooperating classroom teacher, literacy software evaluation
Dispositional Development	Through literacy lesson planning/implementation that addresses the unique backgrounds and needs of all learners (K-6) in the candidate’s assigned class for the field experience, the candidate demonstrates Asbury’s disposition of “respect and compassion for others”. The completion and implementation of lesson plans throughout the 56-hour field experience requires a strong work ethic, perseverance, and a love for learning that promotes the candidate’s dispositional growth as described in “passion for teaching”. The field experience also requires the candidate to maintain healthy rest, exercise, and nutritional habits leading to “personal and emotional wellness and vitality” during the experience. The field experience will also afford the candidate an opportunity for growth in “moral and ethical integrity”.

Attention to Impact on Learning:	
Impact on Candidate Learning	As a class that is part of the methods block classes with the Level II Field component (56 hours) and its associated debriefing sessions, the impact of this class on a candidate's learning is assessed in a number of ways, including lesson plan evaluation, classroom observation (informal and formal) by Asbury supervisor and classroom teacher, Florida Educator Accomplished Practices-based evaluation conference with scoring guide of teaching, a unit plan/teacher work sample, and candidate reflection and self-evaluation. Impact on candidate learning is also demonstrated through performance on in-class activities (e.g. teaching demonstrations), class assignments (e.g. An Ideal Reading Program), PPAWA-programmed learning (immediate and continuous feedback), 4 class Entrance Slips, and 1 class Exit Slip.
Candidate's Impact On K-6 Student Learning	Within this class, candidates develop a knowledge base for literacy lesson design for K-6 learners. During their field experience, candidates complete a mini-unit/teacher work sample. In this, they design and implement literacy instruction for learners, and complete structured reflection and analysis of assessment data (collected in teaching their unit) on the impact of their teaching on the learning of their students, with respect to their instructional objectives.

Course Objectives and Standards Addressed

1. Describe the developmental stages in learning to read, and identify teaching strategies/activities and key characteristics of texts appropriate for facilitating reading growth during each stage. FEAP 7, 8; IRA 1.1, 1.2, 1.3, 2.2, 2.3, 4.2, 4.3; FEC 1.1, 1.2, 2.1;
2. Understand and reflect in lesson planning the importance of activating children's background knowledge (about print and language, the world, text topics) and connecting to their interests in teaching reading. FEAP 7, 10; IRA 1.3, 2.2; FEC 2.6;
3. Explain the Language Experience Approach (LEA) and its role in beginning reading. FEAP 8; IRA 1.3, 2.2; FEC 1.2, 2.2, 2.4; ESOL Ps6
4. Identify and explain the critical components of teaching/learning to read, including their interaction and the impact of each on overall reading development. FEAP 8; IRA 1.4; FEC 1.1, 2.1, 2.3, 2.5, 2.7;
5. Describe and apply in lesson planning as appropriate word identification strategies (sight word building, phonics, structural/morphemic analysis, contextual analysis). FEAP 8, 10; IRA 1.3, 1.4, 2.2; FEC 2.1, 2.2;
6. Know and apply the most consistent phonic generalizations. FEAP 8; IRA 2.2, 2.3; FEC 2.1, 2.2

7. Explain the roles of reader independence and “automaticity” in word recognition for producing fluent-sounding reading, and identify/describe research-based approaches for building reading fluency. FEAP 8; IRA 1.3, 1.4, 2.2; FEC 2.3, 2.4;
8. Identify, describe the procedural steps involved in, and apply to lesson planning as appropriate research-based comprehension strategies (e.g. K-W-L, story mapping, sketch to stretch). FEAP 8, 10; IRA 1.3, 2.2, 2.3; FEC 2.6, 2.7
9. Describe the motivational benefit and ways of engaging children in independent, self-sustained reading from self-chosen materials. FEAP 7, 8, 9; IRA 4.3, 4.4, 5.1; FEC 2.8, 4.4
10. Describe the distinguishing characteristics of DRA and DR-TA guided-reading approaches. FEAP 8; IRA 2.2; FEC 2.6, 2.7
11. Distinguish among and apply to questions developed for a reading lesson plan (reading of an extended text) the literal, inferential (interpretive), and critical levels of comprehension. FEAP 4, 8, 10; IRA 1.3, 2.2; FEC 2.6, 2.7, 2.10
12. Explain and incorporate in reading program planning the key characteristics of a balanced approach to teaching reading, as supported by current research. FEAP 8, 10; IRA 1.2;
13. Search online databases and use professional knowledge base to identify and incorporate in lesson/unit planning children’s literature appropriately matched to instructional goals and learner development, needs and interests. FEAP 10, 12; IRA 4.1, 4.2;
14. Reflect on and evaluate impact on student learning relative to instructional objectives for lesson taught in classroom; based on evaluation, describe appropriate revisions to improve instructional results. FEAP 1; IRA 1.3, 2.1, 2.2, 2.3, 4.1, 4.2; FEC 6.2, 6.3;

Instructional Strategies Used in this Course:

Cooperative Learning
 Direct Instruction
 Large and Small Group Discussion
 Instructor Modeling
 Role Playing
 Lecture
 Independent Student Activities
 Teaching Lesson in Field/Guided Reflection
 Peer Assessment

Course Topics:

Stages of Reading Development: Emergent, Beginning (Early), Transitional, & Fluent Reader
 Characteristics of Texts for Readers at Each Stage
 Critical Components of Reading Instruction: Phonemic Awareness, Word Recognition/Decoding, Fluency, Vocabulary, Comprehension
 Word Recognition Strategies: Sight Words, Phonics, Decoding by Analogy, Structural/Morphemic Analysis, Context Clues (Semantic, Syntactic)

Language Experience Approach (Beginning Readers, ELL's)
Running Records to Assess Levels of and Strategies for Word Recognition
Assessing Fluency
Approaches/Activities for Building Fluency
Stages of Spelling Development
Levels of Comprehension
Comprehension Strategies
Retellings to Assess Comprehension
Approaches/Strategies for Building Vocabulary

Attendance Statement-This course requires in-class and out-of-class time to complete the assignments. Attendance is very important. Candidates are expected to attend all classes. In the event of an emergency the candidate should contact the professor prior to the beginning of class.

Academic Integrity Statement-Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion. Penalty is a zero on the assignment. In cases where there is a major or continuous breach or trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity. Once a paper, project, or assignment is used in a class that same paper, project, or assignment cannot be used again for another class in your teacher education program. A paper, project, or assignment can be used as an evidence in your portfolio to support a Kentucky New Teacher Standard.

COURSE REQUIREMENTS, POINT VALUES, GRADING

PLEASE NOTE:

It is important for teachers to practice and model for their students correct use of spoken and written English. On written work prepared outside of class, credit will be deducted for usage and spelling errors.

Reading Guides for Text: (11 Guides @ 15 points = 165 pts) Students will read and complete Reading Guides for 11 chapters from the course text, *On Solid Ground: Strategies for Teaching Reading K-3*, by Sharon Taberski. FEAP 1, 2, 3, 4, 5, 7, 8, 9, 10; FEC 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 4.4, 6.2, 6.4, 6.5; IRA 1.1, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.4;

Entrance/Exit Slips: (5 @ 10 points = 50 pts) For classes 2-5 students will complete an Entrance Slip (Quiz) reviewing understanding of key class content from the previous class and/or material completed outside of class in PPAWA. Students will be notified concerning the class content and/or content in PPAWA that they should review to be prepared for the Entrance Slip. Class 5 will also have a final Exit Slip application activity addressing that evening's class content. FEAP 7, 8, 9; FEC 1.1, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7; IRA 1.4, 2.2;

Phonics, Phonemic Awareness and Word Analysis for Teachers (PPAWA): (6 @ 10 points = 60 pts) Six chapters in this programmed workbook are due as shown on the "Weekly Schedule". **Each completed chapter is worth a total of 10 points.** The remaining two chapters in the book will be completed for EDA 350, "Literacy Assessment"; PLEASE KEEP THIS BOOK for that class. FEAP 8; FEC 1.1, 1.3, 2.1; IRA 1.1, 1.3, 1.4;

Video Viewing Guides: (2 @ 15 points = 30 pts) Students will view and complete viewing guides for two videos (*Emergent Literacy* and *Reading Conferences*) outside of class. **The videos will be on reserve at the Library Circulation Desk.** Students are permitted to view with a partner or small group and may divide responsibility for the viewing guide questions and thus share answers to the questions when they do so. FEAP 7, 8, 9; FEC 1.1, 1.2, 1.3, 2.3, 2.8, 2.10, 4.4; IRA 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1;

Observation of Direct Instruction in Reading: (15 pts) During her/his Level II Practicum, each pre service teacher must observe the classroom teacher giving direct instruction in reading to a small group or the whole class of students, and complete a structured observation form (see *ACHIEVE: Methods Block Field Experience Handbook*). This observation should take place before the pre service teacher teaches the reading lesson completed for this class. FEAP 2, 4, 5, 7, 8, 9; FEC 1.2, 2.2, 2.4, 2.5, 2.6, 2.8, 2.11;

Interview of Three Students in Field Experience Class, with written Summary and Interpretation of Findings: (40 pts) While in her/his Level II Practicum, the pre service teacher must interview 3 children. Each student interviewed should be on a different level of reading development (below average, average, above average). The interviews will investigate the children's reading interests (including preferences for kinds of books and particular authors), attitudes toward reading, and beliefs about reading. Students will **write a Summary/Interpretation** in which they describe each child, interpret and compare the responses given by each to survey questions, and describe how they would use what they learned to plan effective reading instruction for each child. **Students should turn in copies of the interview questions showing their notes on children's**

responses with their written Summary/Interpretation. FEAP 2, 5, 7, 9; FEC 6.4; IRA 4.1;

Lesson Plan: (40 pts) During this class, the pre service teacher will write (using lesson plan format provided, aligned to the Next Generation Sunshine State Standards) and teach one guided reading lesson plan to a reading group or the whole class or write and teach any lesson that involves direct instruction in some aspect of reading (word study/word identification, use of context clues, comprehension strategy, etc.). The lessonplan must include and highlight appropriate accommodations for LEP students and students with special needs. This lesson will be taught in the classroom where the pre service teacher is completing his/her required Practicum (EDA 400). The pre service teacher’s written lesson plan must be turned in to the instructor before it is taught. For the policy on the due date and grading of this plan, see the box below. FEAP 7, 9, 10; FEC 1.2, 2.2, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11; IRA 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3;

NOTE: Prior to teaching the lesson, the pre service teacher must provide a copy of the final form of the lesson plan to the Instructor. Pre service teachers who desire feedback on their lesson plan may submit an electronic draft to the Instructor at least 2 full (week) days before the day they will teach it. The instructor will make suggestions in writing on the plan and return it. The student may then revise the plan before it is graded. **The student will NOT receive course credit for a lesson plan that she/he teaches if it was taught BEFORE the instructor received a copy of the plan.**

Total Possible Points: 400

Points	Percentage	Points	Percentage
384-400, A	96-100	332-339, C+	83-84
372-383, A-	93-95	312-331, C	78-82
364-371, B+	91-92	304-311, C-	76-77
348-363, B	87-90	280-303, D	70-75
340-347, B-	85-86	0-279, F	< 70

EDA 341, Language Arts Methods and Materials: *ESOL Infusion Syllabus Addendum*

ESOL Performance Standard Addressed	Related Course Objective	Related Readings, Class Activities, and Assignments	Related Assessments (i.e., entrance/exit slips or artifacts/products) that Demonstrate Mastery of ESOL Performance Standards & Indicators
6	3	Class PowerPoint: LEA	Entrance slip
9			
10	5	Phonics, Phonemic Awareness, and Word Analysis for Teachers	PPAWA Self Checks
	6		
11 16	2	Lesson Plan for Reading	Lesson Plan Evaluation Guide
	5		
	8		
	11		
	13		

Bibliography

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