EDEE 378-01 (3 credits)

**Instructional Strategies for Teaching Reading (Grades 2-6)**
Spring 2016
Tu/Th 12:15-1:30, ECTR 201

**Instructor:** Dr. Mary Ann Hartshorn

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Please use email as a primary form of contact

**Office hours:** Tu & Th 2:00-4:00 PM
By appointment

**Course description:**
This course surveys the development of a broadened definition of literacy and instructional strategies employing print and non-print texts for the development of reading using phonics and patterns, fluency, vocabulary, and comprehension.

Course topics include literacy processes, factors affecting those processes for reading, and the principles and skills involved in the development of literacies from grades 2-6. Definitions and conceptualizations of “reading,” “literacy,” and of “text” will be explored, as well as the relationships between and among identity, teacher, and the teaching of literacies. This course intends to challenge your assumptions in these areas: diverse students, the philosophies and processes of reading and spelling development, components of reading instruction, and the roles/responsibilities of students’ and teachers’ teaching and learning. This course also intends to PUSH you outside your comfort zone. It is not intended to confirm what you know. It has been designed to help you question what you know and to force you to be able to articulate what you learn about BEST PRACTICE in literacy instruction. This course works in conjunction with EDEE 384, providing field-based opportunities for observation, participation, and teaching literacies across the content areas.

**Course Outcomes:**
All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course outcomes are derived from the standards of several areas. The standards listed in parentheses at the end of each course outcome relate to those of NAEYC (National Association
Elements of Teacher Competency:

UNDERSTANDING AND VALUING THE LEARNER:

- Demonstrate knowledge and understanding of first and second language development to design literacy programs and strategies that build on students’ skills and various backgrounds and are effective (NCATE 1, 2b & 3a-e; IRA 1, 2, 4; ACEI 3.2; EHHP I, II, III; SC 4 [EEDA]; ISTE 1).
- Identify and use children's own literacies as a means of developing knowledge of diverse cultures, lifestyles, occupations, and ways of being (NCATE 4; IRA 4,5; ACEI 2.1, 3.4; EHHP III & VII).
- Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that student may exhibit and how these should be addressed instructionally (NCATE 1, 2b, 4; IRA 2; SC 3 & 4 [EEDA]; EHHP V).
- Observe, record, and collect data concerning students’ reading and spelling behaviors in a school setting (IRA 3; EHHP VI).
- Describe modifications of methodologies, technologies, techniques, materials, and activities for teaching literacies to children with special needs (IRA 2, 3; ACEI 3.2; EHHP VI).

KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS:

- Develop an understanding of the content and teaching of phonics, spelling and vocabulary using a balanced reading program (NCATE 1, 2b & 3a-e; IRA 1; HHHP II).
- Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children’s literature) to help students become strategic readers and respond to what they have read (NCATE 2b & 3a-e; IRA 2.5; ACEI 2.8; EHHP III, ISTE 1&2).
- Design lesson plans and an instructional unit that incorporate methods learned in class and address appropriate reading standards (ACEI 3.3, 3.4; IRA 2; EHHP III).
- Make explicit curricular connections between course materials and the teaching of reading in ELA and across the disciplines for elementary grades students (ACEI 2.1, 4; IRA 2,3; EHHP VI).
- Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design instruction (NCATE 4 & 3a-e; IRA 3; EHHP VI; ISTE 3 &4).
- Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in literacy activities (NCATE 3a-e & 5b, 5d; IRA 4, 5; EHHP III & VI, ISTE 3&4).
• Demonstrate the ability to communicate with, guide, and assist parents in fostering continued growth in literacy (NCATE 5b & 5c; ACEI 5.3; IRA 6; EHHP V; ISTE 3&4).

UNDERSTANDING SELF AS A PROFESSIONAL:
• Model effective use of the English language (NCATE 2b; IRA 1, ACEI 2.1; 3.3; EHHP V).
• View professional development as a career-long effort and responsibility (IRA 5; EHHP IV, V, VII; SC 4; ISTE 5).

Required texts:

Online readings: journal articles, websites, and videos (links on OAKS).

Chapter books:

Choose one: (Kindle versions around $6.00; paperback $7.00)

Picture books:
Small group readings of several children’s picture books throughout the semester. (These will need to be borrowed from our library, the curriculum lab, your field library or classroom, or in purchased for your future library.

Textbooks:

Required technology:
Access to OAKS and Google Drive
Working email address through CofC
BYOT/ Tablet
Kindle will be provided
Expectations:

A) Participation
Quality, excellence, and depth are expected in your work and interactions with classmates and the instructor. Consistent preparation and attendance are expected, as are active participation and engagement in class discussions and activities. Encouraging your classmates participation is as important as your involvement. You must arrive on time, stay for the entire class, and participate actively to receive full credit for participation each class. If you leave more than 10 minutes early, you will receive $\frac{1}{2}$ credit for the class. If you are unprepared (e.g., don’t have materials read or completed, request to email assignments that needed to be turned in or have not done the reading/viewing prior to class), you will receive $\frac{1}{2}$ credit for your class participation grade that day.

B) Autobiography as a Reader
Think back to your development as a reader. In a brief PowerPoint, Prezi, Chalk Talk, Song, or some other short, compelling medium, describe your reading literacy journey to us. Express successes & failures, loves & hates, reason for wanting to teach reading. Presentations should be three minutes maximum and ready to load on the computer as you arrive so we may begin on time and finish in two periods with time for reflection each day.

C) Class Reflections
Periodically, you will be asked to reflect on presentations, videos watched, articles read, activities completed, or in-class discussions. The same quality and depth is expected in these reflections as in other class contributions.
(We will develop word clouds for the terminology in Phonics with which we are unfamiliar and discuss the meaning of those words from time to time.)

D) Lesson Planning & Instruction (field placement)
In your field experience class, you will teach at least one reading/writing lesson formatted according to this course’s lesson plan template*. Ideally, this lesson plan draft should be submitted to me for written feedback at least one week prior to teaching, and must be revised and approved. Your cooperating teaching is the first consultant for this plan. Your teaching of the approved lesson plan must be formally evaluated using ADEPT. Please submit your draft to the OAKS drop box marked “Lesson Draft.”

Within a week of teaching you must submit IN HARD COPY the following information for grading (in the order listed below):
1. the final, revised lesson plan with your cooperating teacher’s signature.
2. completed ADEPT form (by cooperating teacher or field supervisor)
3. assessment used
4. samples of students’ work (can be copies or photos)
5. one-two paragraph typed reflection of your lesson plan, including discussion of what went well and what you’d change in the future. These will be graded on form and content.

*Basic lesson plan format is under Content on OAKS
E) Word Study
You work with the *Phonics and Wordstudy* book and the *Reading and Learning to Read* book to develop a “word wall” of terms that are applicable to the teaching and learning of reading.

F) Four Literature Organization Module Assignments
To become familiar with literature appropriate for grades 2-6 and to experience instruction using different literacy organizations, you will participate in 4 literature modules: guided reading (Buddy Journals); literature focus unit (author study), literature circles, and reading workshop. You will complete a packet of assignments that include both traditional and digital assignments indicative of the organizations in these modules. Assignments given in class must be completed and returned in the packet. You will submit completed work for each module at the completion of each book.

G) File Folder Books Review
You will turn in a file folder book review for a book of your choice. This book may be any genre and applicable to any grade 2-6. Specific directions for this review is on OAKS and file folders will be donated to the Curriculum Lab for other teacher candidates to read.

H) Midterm, Final and Course Evaluation
Two exams will cover information learned over the course. The exam is a content-based analysis (from readings, in-class discussions, class notes) and requires you use your knowledge of research, theory, and practice of information specific to EDEE 378. Class evaluations will be completed before the Final is distributed.

**EDEE Attendance Policy:**
- Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will not be allowed to enter and will be considered absent. Three absences for ANY reason will be allowed; **assignments due upon absence may be submitted prior to any planned absence.**
  - Upon a fourth absence, the student will automatically be withdrawn from a course with the grade of WA. **WA becomes an F on a transcript.**
  - If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors will review the circumstances and make a final decision about the student’s continuation in the course.
  - **SNAP students** must see the professor within the first two weeks of the course **if they wish special accommodations.**
  - **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

**Honor Code and Academic Integrity:**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.
Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

** Grading:**

Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date.

Any written assignment submitted is considered a final product to be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. All course papers must be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association. http://owl.english.purdue.edu/owl/resource/619/01/

**Evaluation Scale:**

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<th>Grade</th>
<th>Percent Range</th>
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<tr>
<td>A</td>
<td>93 – 100</td>
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ADA Accommodations:

In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service. (See note above under Attendance Policy)

General Notes:

- Please be aware of all articles that have been downloaded for you on your Kindle. If the topic we are discussing is about a topic for which there is an article present, you should be sure to familiarize yourself with that information.
- Come to class prepared to discuss the material you have read and viewed. After each reading/viewing, formulate several good open-ended questions that you might pose the next day. We will use various discussion strategies to give everyone a chance to participate.
- Any class session, you may be expected to reflect in written form about the assignments for that day.
## Requirements for EDEE 378

<table>
<thead>
<tr>
<th>Week</th>
<th>Children's book</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings/Viewings Due on This Date</th>
<th>Be Ready to Discuss, Reflect or Submit Depending on Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>1/7</td>
<td>Who Am I As a Reader?</td>
<td>Sign up in the Google Doc to read a book to us. <a href="https://docs.google.com/a/g.cofc.edu/spreadsheets/d/1OnBtIJ9mYH7PZoogKWD0tHrZS9jZNHwplxb1yhWww/edit?usp=sharing">https://docs.google.com/a/g.cofc.edu/spreadsheets/d/1OnBtIJ9mYH7PZoogKWD0tHrZS9jZNHwplxb1yhWww/edit?usp=sharing</a></td>
<td>Develop a creative autobiographical piece to share with us about how you became a reader.</td>
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<td>Week 2</td>
<td></td>
<td>1/12 &amp; 14</td>
<td>Who Am I as a Reader?</td>
<td>Add that book into the Annotated Bibliography <a href="https://docs.google.com/a/g.cofc.edu/document/d/1Z0XhJdsDXReARP1WVdTEfUSVDhtrNQOAOqROhpvZpG9A/edit?usp=sharing">https://docs.google.com/a/g.cofc.edu/document/d/1Z0XhJdsDXReARP1WVdTEfUSVDhtrNQOAOqROhpvZpG9A/edit?usp=sharing</a></td>
<td>Take phonics pretest.</td>
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<td>Week 3</td>
<td></td>
<td>1/19 &amp; 21</td>
<td>Start to examine unfamiliar terms</td>
<td>Phonics book intro and pretest</td>
<td>Pre test Due</td>
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*Notes:*
- *Week 1:*
  - *1/7:*
    - *Who Am I As a Reader?* Sign up in the Google Doc to read a book to us. [https://docs.google.com/a/g.cofc.edu/spreadsheets/d/1OnBtIJ9mYH7PZoogKWD0tHrZS9jZNHwplxb1yhWww/edit?usp=sharing](https://docs.google.com/a/g.cofc.edu/spreadsheets/d/1OnBtIJ9mYH7PZoogKWD0tHrZS9jZNHwplxb1yhWww/edit?usp=sharing)
  - *Due on This Date:*
    - Be Ready to Discuss, Reflect or Submit Depending on Assignment

*Week 2:*
- *1/12 & 14:*
  - *Who Am I as a Reader?* Add that book into the Annotated Bibliography [https://docs.google.com/a/g.cofc.edu/document/d/1Z0XhJdsDXReARP1WVdTEfUSVDhtrNQOAOqROhpvZpG9A/edit?usp=sharing](https://docs.google.com/a/g.cofc.edu/document/d/1Z0XhJdsDXReARP1WVdTEfUSVDhtrNQOAOqROhpvZpG9A/edit?usp=sharing)
  - *Due on This Date:*
    - Take phonics pretest.

*Week 3:*
- *1/19 & 21:*
  - *Start to examine unfamiliar terms* Phonics book intro and pretest
  - *Due on This Date:*
    - Pre test Due

*Week 4:*
- *1/26:*
  - *Due on This Date:*
    - Be able to:
      1. Name and describe the major theories of literacy development
      2. Name and describe the major reading stages
      3. Give an overview forms of reading and organizations of reading

*Word Cloud Due by 28th*
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Frindle</th>
<th>2/2</th>
<th>Importance of comprehension instruction</th>
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<td></td>
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<td></td>
<td>Key <strong>comprehension strategies</strong> to teach</td>
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<td></td>
<td></td>
<td></td>
<td>Frindle Ch. 1-4</td>
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<tr>
<td>2/4</td>
<td>What is <strong>guided reading</strong>?</td>
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<td>Components of guided reading (gr 5) <a href="https://www.youtube.com/watch?v=OBaQLrIwWAw">https://www.youtube.com/watch?v=OBaQLrIwWAw</a> (4:53)</td>
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<td>Frindle Ch. 5-7</td>
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**Week 6**

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<tr>
<th>2/9</th>
<th>Classroom organization for independent and guided reading and independent practice of word study</th>
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<td>Frindle Ch. 8-11</td>
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**Week 5**

- Be thinking about a book to identify for Literature Circles and File Folder Project.
- Buddy Journal Play for Chapter 1 of *Frindle*.
- Come with ideas about ways to provide comprehension instruction for chapters 1-4 of *Frindle*. *(Bring a Buddy Journal in hard copy to share.)*
- Complete Part One in Phonics book. *(Check and be ready to discuss.)*
- Read Chapter 7 in *Vicca*.
- What information on Phonics instruction is different from the Phonics book?
- What is **guided reading**?
- What are components?
- Pay attention to the order of how the teacher breaks the guided reading down for children in the group?
- What should teacher have ready for students' arrival at guided reading time?
- Come ready to discuss how you would use guided reading in chapters 5-7 of *Frindle*.

**Week 6**

- To turn in: How is your field classroom organized for reading?
- What strategies are being used to help struggling readers or what strategies are being used to advance better readers?
- If you see a need that is not being fulfilled, talk about how you would do thing differently
- Complete Part 2 in Phonics book
- How might independent practice of word study be used in *Frindle*
| Date | Week 7 | 2/11 | Emergent and beginning stages of reading and orthographic knowledge: alphabetic knowledge and decoding | Read Chapter 5 in Vicca (view video)  
What are emergent and beginnings stages of reading?  
Be able to discuss or reflect on the importance of these stages and strategies |
| --- | --- | --- | --- | --- |
| 2/16 | **Week 7** | Fluent stage of reading and orthographic knowledge  
Within word pattern stage | What is reading fluency?  
Appropriate instruction for reading fluency:  
Name and define the components of reading fluency. How do they affect comprehension?  
What strategies are used to develop reading fluency?  
What might you do as a culminating project with *Frindle*? |
| 2/18 | | Leveling books | What is leveled reading?  
How to level books?  
Read this article in full  
Text leveling systems comparison charts  
| 2/23 | **Week 8** | Overview of Literature Focus Units  
Learn what webquests are and how to create them (peruse this site fully)  
[http://www.thirteen.org/edonline/concept2class/webquests/index.html](http://www.thirteen.org/edonline/concept2class/webquests/index.html)  
What are literature focus units? Compare them to reading/writing workshop.  
Create a webquest about Jacqueline Woodson and bring to class on 3/25.  
Begin planning a unit of instruction for |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
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<tbody>
<tr>
<td>2/25</td>
<td>Bring your webquest on Woodson to share</td>
<td><a href="http://webquest.org/">http://webquest.org/</a></td>
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<td>Week 9</td>
<td>3/1</td>
<td>Reading and writing in culturally responsive ways</td>
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<td>Week 9</td>
<td>3/3</td>
<td>MIDTERM EXAM Lesson planning</td>
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<td>Week 11</td>
<td>3/19</td>
<td>Complete Part Five in Phonics Book</td>
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<td>Week 11</td>
<td>3/15</td>
<td>Complete Part Six in Phonics Book Name and explain the 9 components</td>
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<td>Week 11</td>
<td>3/17</td>
<td>What are they? How are they formed? <strong>Read Chapter 12 in Vica</strong></td>
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<td>Week 11</td>
<td>3/19</td>
<td>What are the roles? How do teachers manage them? (Peruse this site deeply) Compare the two videos of literature circles with roles and without roles. How can online research/communication change traditional literature circles?</td>
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<td>Week 13</td>
<td>3/24</td>
<td>Before reading strategies</td>
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<td>Week 14</td>
<td>3/28</td>
<td>During reading strategies</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Additional Information</td>
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<tr>
<td>4/7</td>
<td>City tour of “Life of Cannon Street All Stars” - walking literacies</td>
<td>Walking tour of city highlights</td>
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<td>4/12</td>
<td>Small group webquest design for fourth grade students</td>
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<td>4/19</td>
<td>Working one-on-one with students in reading workshop</td>
<td>Rick's Reading Workshop: Individual/silent reading Gr. 5 (4:20) <a href="https://www.youtube.com/watch?v=1FcNpqfNAL0">https://www.youtube.com/watch?v=1FcNpqfNAL0</a> Reading workshop-read with someone Gr. 2 (2:55) <a href="https://www.youtube.com/watch?v=kqIDRqbMd-4">https://www.youtube.com/watch?v=kqIDRqbMd-4</a> Rick's Reading Workshop: One on One Gr.5 (5:27) <a href="https://www.youtube.com/watch?v=JrhxmTZ2_JM">https://www.youtube.com/watch?v=JrhxmTZ2_JM</a> Rick's Reading Workshop: Setting Reading Goals Gr. 5 (4:48) <a href="https://www.youtube.com/watch?v=MP8y5cN2YeQ">https://www.youtube.com/watch?v=MP8y5cN2YeQ</a></td>
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<tr>
<td>4/19</td>
<td>What are the components a teacher must attend to when working with students in readers' workshop?</td>
<td>Final Exam</td>
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