

EED 320
K-8 Reading Methods
1.0 Credits

Fall, 2003
M &W 8:00 AM – 10:10 AM
SVE 1

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Course Description:

The study and utilization of a variety of techniques and resources in reading, and the diagnosis and correction of reading difficulties.

This is an active curriculum and methods course which features listening, reading, writing, and viewing as integral communication skills. This course will consist of both theory and practice in which reading strategies are modeled, demonstrated and practiced in a workshop environment. Students in this course will participate in a variety of activities that will enhance their understanding of literacy teaching and learning with K-8 students.

Augsburg College Education Department Mission Statement

The Augsburg Education Department commits itself to developing future educational leaders who foster student learning and well being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Applicable Minnesota Standards of Effective Practice (MSEP):

- Standard 1 – Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
- Standard 2 – Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development.
- Standard 3 – Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
- Standard 4 – Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- Standard 5 – Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard 6 – Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Standard 7 – Planning and Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals.

- Standard 8 – Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- Standard 9 – Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and action on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Course Objectives:

The students will have:

1. Knowledge of learning and reading theories and be able to:
 - a. Describe and justify their philosophy of teaching reading, with reference to these theories
 - b. Reflect upon and analyze one's own history of learning to read
 - c. Create a literacy framework to guide future teaching of reading
2. Knowledge of reading standards and assessments and be able to:
 - a. Administer and analyze specific assessments
 - b. Use assessment information to plan instruction
3. Knowledge of emergent literacy and language development and be able to:
 - a. Plan and implement teaching of making meaning with early texts
 - b. Create language- and literacy-rich environment
 - c. Prompt/coach students during oral reading
 - d. Create and teach lessons that foster development of emergent readers who use a flexible range of strategies
 - e. Expand and affirm students' language
4. Knowledge of language structures and decoding and be able to:
 - a. Plan word study lessons to expand children's knowledge and use of decoding/word analysis strategies (e.g., Making Words, word sorts, making analogies, chunking texts)
 - b. Foster decoding and word structure knowledge in meaningful contexts with continuous texts (e.g., coaching children as they read)
 - c. Recognize language structures/knowledge that have high utility for learners
5. Knowledge about the development and function of fluency and automaticity and be able to:
 - a. Choose materials to promote fluent reading
 - b. Create lessons that foster fluency in meaningful contexts (e.g., repeated reading, assisted reading, readers' theater, choral reading, echo reading)
 - c. Model and support independent reading
6. Knowledge of how vocabulary is developed in and out of school across diverse populations and be able to:
 - a. Develop vocabulary through discussion, silent reading, and read alouds
 - b. Select appropriate vocabulary to teach
 - c. Teach students to use independent word learning strategies including contextual analysis, structural analysis, the dictionary and other tools
 - d. Foster word consciousness
7. Knowledge about fostering comprehension of individual selections and be able to:
 - a. Select and use appropriate instructional frameworks for fostering comprehension of individual texts: DRTA, SRE, Guided Reading
 - b. Select and use appropriate specific procedures for fostering comprehension of individual texts (e.g., KWL, previewing, preteaching vocabulary, semantic maps, reading guides, discussion webs)
8. Knowledge of teaching comprehension strategies and be able to:
 - a. Select comprehension strategies to teach
 - b. Select an approach or approaches for teaching comprehension strategies
 - c. Provide in-depth instruction in comprehension strategies
9. Knowledge of effective strategies for fostering higher order thinking and deep understanding and be able to:
 - a. Generate questions that lead to higher level thinking and teach students to generate higher level questions

- b. Demonstrate reading practices that promote shared, interpretive reading (e.g., reader response activities, literature discussion groups)
 - c. Model themselves as critical, reflective readers and practitioners
10. Knowledge about the role of independent reading in reading development and be able to:
- a. Articulate the importance of independent reading
 - b. Describe physical and material environments that support independent reading
 - c. Understand and select practices that promote independent reading (SSR, DEAR, book clubs, free reading, Book-It)
 - d. Understand teacher's role in effective independent reading (e.g., setting goals, conferencing)

Technology Requirement:

Create a database using Filmmaker Pro or Access or other accessible database tools. This requirements will be met using the *List of 10* assignment.

Gather a substantial list of age-appropriate web sites for use in content areas. Evaluate the sites for age appropriateness and educative value, using state and/or national standards. This requirement will be met using the *Web Critique* assignment.

Field Experience Requirement:

This course requires a 20 hour field experience in an elementary setting during literacy instructional time. Placements will be made by the instructor with input from the student. Students will be released from class in order to fulfill these hours.

Required Texts:

- Routman, R. (2000). *Conversations*. Portsmouth: Heinemann.
- Tompkins, G. (1998). *50 Literacy Strategies: Step by step*. Upper Saddle River, NJ: Merrill

Required Materials:

- Composition Notebook for reading responses and book logs
- Personal book choice for independent reading

Recommended Texts / Bibliography:

See the bibliography located in the *Blue Pages* of the Routman text for a complete listing of related and recommended texts

Assignments:

Students must read the assigned chapters in the texts before coming to class. Students are responsible for materials covered in class presentations, class discussions, videotapes, overheads, and additional readings. Handouts specifying the requirements for assignments will be provided.

Assignment	Due	Pt. Value	MSEP	Course Objective
Class Participation	Weekly	30	4C, 7A, 8A, 8C	1A, 1B, 2A, 2B, 3E, 5C, 6A, 9B
Responses to Assigned Readings	Weekly	35	4C, 7A, 8A, 8C, 9D	9A, 9B, 9C
Personal Reading Log	Weekly	5	4C	5C, 6A, 6D, 10A, 10C, 10D
Personal Literacy Timeline	9/10	10	4C, 7A	1B, 1C,
Shared Reading Plan / Demonstration	Sign-up 9/22 – 10/15	15	1G, 1I, 2D, 2F, 2G, 4C, 4F, 4G, 4I, 7C, 7E, 7F, 7G	3A, 3C, 3D, 3E, 4B, 5A, 5B, 6B, 6D,
Comprehension Strategy Plan / Demonstration	10/20	20	1G, 1I, 2D, 2K, 2L, 3M, 4C, 4F, 4G, 4H, 5K, 5P, 7B, 7C, 7D, 7E, 7G, 7H, 8A, 8N, 8O, 8P, 8K	4A, 5A, 5B, 6B, 6C, 6D, 7A, 7B, 8A, 8B, 8C
Phonics Post-test	10/29	10		4A, 4C

Assessment (Field Experience)	12/ 8	15	1G, 1F, 2D, 2F, 2G, 3M, 4C, 4F, 4G, 4I, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8E, 8F, 8G, 8H, 8K	2A, 2B, 8A, 8B
Reading Environment Analysis (Field Experience)	12/8	15	1G, 1F, 5K, 5P	3B, 10A, 10B, 10C
Discussion Board (Field Experience)	Weekly	20		
Literacy Framework Paper (Final)	12/15	25		1A

4.0 = 191-200 3.5 = 181-190 3.0 = 171-180 2.5 = 161-170
2.0 = 151-160 1.5 = 141-150 1.0 = 131-140 0 = 130 or lower

Policies

- Attendance: Attendance is required. Only emergency absences will be excused. The state of Minnesota licensing rules regarding teacher certification requires students to develop professional level knowledge, skills, and attitudes. For this reason, and the fact that most classes cannot be made-up, it is strongly recommended you attend all class meetings. Class attendance also qualifies you for class participation points, so it has a direct bearing on your grade for this course. Students should call and leave a message on my voice mail in the event of an emergency with a number where they can be reached in such cases. If you must miss a class period, you must develop an alternative that covers the subject matter of that particular class and submit it no more than two weeks after the day you missed.
- Late Work: For each day an assignment is late, points will be reduced by 10%. Work that is over one week late will not be accepted.
- Honesty Policy: The Augsburg College policy on academic honesty applies to this course.
- Student Rights and Responsibilities: Students with diagnosed learning disabilities or physical handicaps have legal right to course modifications. Please identify yourself so that I may assist you with your learning. All students are encouraged to use the College Counseling and Student Development staff services as needed as well as the Writing Lab.

Technology Expectations

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resource (e.g. Blackboard).
- Access and use online file space (e.g. AugNet/Netware space).
- Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through Spell Check
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Blackboard and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

Course Schedule:

Meeting Dates and Tentative Discussion Topics:

In each session, the major components of a comprehensive literacy curriculum will be modeled including: reading aloud, shared reading, independent reading, and guided reading. Because we will be using a workshop model of teaching and learning in this course, it is appropriate and encouraged that the curriculum be negotiated based on the needs of all participants—teacher and learners alike. Therefore, the following outline is simply a framework for our teaching and learning time together.

Week 1 (September 3)

Focus Topics: Introduction to course, peers, materials, pre-assessments etc.

- Open-ended Literacy Beliefs Survey
- Concept Maps
- Leu-Kinzer Literacy Beliefs Activity

Assignment: Personal Literacy Timelines (September 10)
Read Ch. 1, Routman (pgs. 1-10)
Read and respond (3,2,1's) Chapter 2, Routman (pgs. 13-33) & Handout, *Why Reading to Your Child Matters*

Week 2 (September 8 & 10)

Focus Topics: Teacher as Professional
Comprehensive Reading—Reading Aloud

Due: Read Ch. 1, Routman (pgs. 1-10)
3,2,1's Chapter 2, Routman (pgs. 13-33) & Handout, *Why Reading to Your Child Matters* (Sept. 10)
Personal Literacy Timelines (Sept. 10)

Assignment: Read and respond (3, 2,1's) Chapter 2, Routman (pgs. 33-37 & pgs. 44-62) & handouts on *Shared Reading*
Timeline Reflection (Sept. 15)

Week 3 (September 15 & 17)

Focus Topic: Comprehensive Reading—Independent and Shared Reading

- **Phonics Pre-test**

Due: 3,2,1's Chapter 2, Routman (pgs. 33-37 & pgs. 44-62) & Handouts on *Shared Reading*
Timeline Reflection (Sept. 15)

Assignment: Read and respond (3,2,1's) Chapter 14, Routman (pgs. 536-549)
Read *Conditions for Language and Literacy Development & Classroom Environment* handouts. Be prepared to have a conversation about these handouts.

Week 4 (September 22 & 24)

Focus Topic: Reading Environment (Conditions for Learning)

Due: 3,2,1's, Chapter 14, Routman (pgs, 536-549)
Read *Conditions for Language and Literacy Development & Classroom Environment* handouts. Be prepared to have a conversation about these handouts.

Assignment: Read and respond (3,2,1's) Chapter 4, Routman (pgs. 92-111) & *How Do Children Learn to Read* Handout
Journal Critique

Week 5 (September 29 & October 1)

Focus Topic: Reading Theories/Philosophies

Due: 3,2,1's, Chapter 4, Routman (pgs. 92-111) & *How Do Children Learn to Read* Handout
Assignment: Read and respond (What, So What, Now What) Chapter 4, Routman (pgs. 130-169)

Week 6 (October 6 & 8)

Focus Topic: Comprehensive Reading--Guided Reading / Reading Strategies
Due: What, So What, Now What, Chapter 4, Routman (pgs. 130-169)
Assignment: Read assigned handout on Guided Reading Strategy Demonstration (Due October 21)

Week 7 (October 13 & 15)

Focus Topic: Reading Strategies/Guided Reading
Due: Sharing of assigned Guided Reading handout
Assignment: Read and respond (What, So What, Now What) Chapter 4, Routman (pgs. 112-130)
Strategy Demonstration (Due October 20)

Week 8 (October 20 & 22)

Focus Topic: Developmental Reading
Due: Strategy Demonstration (October 20)
One page reflection paper from the strategy demonstration (October 22)
Read and respond (What, So What, Now What) Chapter 4, Routman (pgs. 112-130)
Assignment: Read and respond (What, So What, Now What), Chapter 15, Routman (pgs. 557-603)

Week 9 (October 27 & 29)

Focus Topic: Assessment and Evaluation
Due: What, So What, Now What, Chapter 15, Routman (pgs. 557-603)
Assignment: Field Experience Assignments

Week 10 (November 3 & 5)

Time for field experience

Week 11 (November 10 & 12)

Time for field experience

Week 12 (November 17 & 19)

Time for field experience

Week 13 (November 24 & 26)

Time for field experience

Week 14 (December 1 & 3)

Time for practicum experience

Week 15 (December 8 & 10)

Focus Topic: Return for course closure, Post Assessments
• Open-ended Literacy Beliefs Survey
• Concept Maps
• Leu-Kinzer Literacy Beliefs Activity
Due: Practicum Assignments (Dec. 9)

Week 16 (December 15 – 19)

Due: Final Paper Due: Literacy Framework