

CIEP 359

Teaching Reading in the Elementary School Course Syllabus
Spring 2017

Course Meeting Time: Thursdays 4:15pm-6:45pm
Location: Cuneo Hall - Room 107

Professor: Lorelei Carver M.Ed.

Phone: 312.972.6445

Office Hours: by appointment

COURSE DESCRIPTION

The purpose of this course is to provide preservice teacher candidates with a solid foundation for effective literacy instruction in K – 8 elementary and middle grade classrooms. Special emphasis will be placed on the major five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. This course will review research-based teaching strategies, instructional materials as well as methods and assessments for efficacious literacy instruction. Rigorous learning objectives, informed instructional decisions, and culturally-responsive literacy practices will be highlighted. Course materials will also address recent policies and standards impacting classroom teachers. The primary focus of course content will be on core (tier 1) classroom instruction with discussions of differentiated instruction and frameworks for responsive instruction also addressed. A central aim of this course is to help preservice candidates develop skills to support the literacy instruction of diverse learners from different linguistic, culturally and academic backgrounds. This course fulfills the goals and requirements of the CTPP (Chicago Teacher Partnership Program) second literacy course.

REQUIRED TEXT

- Boushey, Gail and Joan Mosher. (2006). *The Daily Five*. Portland, ME: Stenhouse.
- Hougen, Martha C., and Susan Smartt. (2012). *Fundamentals of Literacy Instruction & Assessment, PK–6*. Baltimore: Paul H. Brookes Publishing Co.
- Fox, Barbara, J. (2012) *Word Identification Strategies: Building phonics into a classroom reading program*, 5th edition. Allyn & Bacon: Boston, MA.

Additional articles and readings will be posted to SAKAI. Please check the syllabus as well as the SAKAI page to access these additional resources.

**Candidates should bring individual copies of the required texts to all class sessions unless notified. Bringing books to class is considered part of participation points.

COURSE ASSIGNMENTS AND REQUIREMENTS

In-Class Participation: 15%

Participating in class discussions and activities is essential for meeting the learning goals of this course. Students are expected to complete course readings before the class. Thorough preparation is particularly important because the class discussions and activities will be designed to extend, critique and supplement, as opposed to summarize the ideas in the readings.

Anchor Lesson Response Essay: 10%

On day one of class, teacher candidates will watch a video of a whole class anchor lesson designed to teach students the difference between fiction and informational texts. Candidates will be asked to write a 400 word essay (double spaced and 12 point Times New Roman font) that identifies key elements of the lesson and connects them to their personal beliefs about teaching literacy. The rubric for this will be posted on Sakai.

Quizzes: 15% and 10%

There will be two quizzes given on **February 18th** and **April 15th**. These quizzes will cover terms, instructional strategies, and theories from assigned readings and in-class activities/discussions. The first quiz will focus on code-based skills (e.g., phonemic awareness, phonics, the alphabetic principal, etc) and the second quiz will focus on meaning-making skills (e.g., vocabulary, academic language, comprehension strategies, etc).

Daily Five Group Presentation: 5%

In small groups, teacher candidates will lead an in class simulation of the pre-teaching and scaffolding of the desirable behaviors associated with one of the areas of The Daily Five: Read to Self, Read to Someone, Listen to Reading, Work on Words, and Work on Writing. Material from chapter 5 and 6 will be presented to the class along with a practice experience. The rubric for this will be posted on Sakai.

Course Lesson Plans. A central aim of this course is to provide you with a skillset for creating, executing and reflecting on your learning goals and objectives for literacy instruction. Thus, we have provided two opportunities for you to sharpen this skillset in generating and writing lesson plans. Candidates will individually design two lesson plans, one on code-based skills and the second one on meaning-making skills. The first lesson plan will be a formative assessment, that is, you will receive feedback and suggestions for revisions. The second lesson plan will be summative, used as a cumulative assessment of candidates' knowledge of lesson planning and literacy pedagogy. The first plan will be submitted as a hard copy in class. The second plan will be submitted and assessed on Live Text. The rubric for this will be posted on Sakai and Live Text. Candidates will be required to use the TLLSC lesson plan template.

Lesson Plan 1 Code-Based Skills: 15%

Lesson Plan 2 Meaning-Making Skills: 25%

Integrating Technology: In order to support your using technologies in the classroom your second lesson plan should include a simple smartboard activity or Power Point activity. Candidates will be expected to download the Smartboard notebook software key and learn how to personally use the Smartboard and Notebook software or Power Point. Do not just describe that you will use smartboard or powerpoint in your plan, you must actually include the activity in your submission.

Journal Talk: 5%

An important aim of this course is to develop your skills as a literacy professional. To support you in adopting current research-based practices and future research-based practices this assignment aims to provide a foundation for your ability to consume and evaluate research about literacy pedagogy. The goal of this assignment is to provide you with a skillset that will help you make decisions about which literacy techniques will be most effective in your own classroom. Students should choose an article from the list of articles on SAKAI that they would like to present in class. Detailed directions for how to read and present the article are posted to SAKAI. You will lead these presentations in groups of four, providing a thorough summary of the article. This summary should include the objectives of the study, a description of the technique evaluated, and evidence for why you would or would not adopt this technique in your classroom (see detailed instructions on SAKAI).

Additional Expectations for the Course

- Students may not use computers, the internet, cell phones or PDAs during class unless approved by the professor based on a special need or authorized circumstances.
- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- Students will be expected to be prepared for class and have assignments ready to be uploaded to SAKAI on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded (each day late results in a letter grade decrease). Quizzes must be taken on the dates and times listed unless an official absence is granted.
- Students may not re-do assignments or expect that extra credit will be accepted. If you require additional support please make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.
- In class participation is central to student final grades. Student absences will be granted for family emergencies, religious holidays or illness. Students must provide a doctor's note or family note for such circumstances. Absences that are not accounted for based on these circumstances will result in a letter grade reduction in class participation points.
- If you have questions about assignments please email at least 24 hours in advance of an assignment deadline, with the understanding that emails sent on Friday after 5pm will not receive a response until Monday. These requirements are intended to support your starting assignments early and being able to complete assignments in a timely manner with the utmost quality.

Course Requirements

COURSE EVALUATION AND GRADING

Anchor Lesson Extended Response	10%
Participation	15%
Quiz 1 Code-Based Skills	15%
Quiz 2 Meaning-Making Skills	10%
Group Presentation on Daily Five	5%
Journal Talk	5%
Literacy Lesson Plan 1 Code-based Skills (Formative assessment: Sakai)	15%
Literacy Lesson Plan 2 Meaning making skills (20%)+Smartboard activity (5%) (Summative assessment, LiveText)	25%

The following point system will be used to determine final grades for the course:

A+ 98.3	B+ 88.3	C+ 78.3	D+ 68.3
A 95	B 85	C 75	D 65
A- 91.7	B- 81.7	C- 71.7	D- 61

COURSE TOPICS AND ASSIGNED READINGS

Class Session	Assignment Due	Readings	Activities
<p><u>Week 1</u></p> <p>January 19th Introduction</p>		<p>Chapter 1-2 Hougen and Smartt</p>	<p>Introduction</p> <p>The Big 5 Reading Histories Common Core RTI Using Rubrics Classroom Video</p>
<p><u>Week 2</u></p> <p>January 26th Oral Language Development</p>	<p>Extended Anchor Lesson Due</p>	<p>Fountas, R.& Pinnell, G.S. (1996) Guided Reading: Good first teaching for all children. Chapter 2 Building on Early Learning, pp. 11-21.</p> <p>H& S Chapter 3</p>	<p>Extended Response Discussion of Lesson Planning Understanding print Vocabulary instruction Knowing words Emergent Literacy Video of EVI</p>
<p><u>Week 3</u></p> <p>February 2nd Code-Based Skills: Phonological Awareness, Phonemic</p>		<p>H& S Chapter 4 Fox Chapter 2</p>	<p>Elkonin Boxes</p> <p>Haggerty Phonics Awareness</p> <p>Phonemic Awareness Games (Letter naming probes, segmentation activities)</p>

Awareness and Alphabet Principle			
Week 4 February 9th Code-Based Skills Part II: Phonics instruction		Fox chapter 4-5. H& S Chapter 5	Phonics Bingo Discuss the role of objectives and assessments
Week 5 February 16th Learning Environment	Lesson Plan 1	Chapter 1-3 Daily Five Groups	Daily Five Video Environments that stimulate reading activity. Pictures of Classrooms
Week 6 February 23rd Fluency	Quiz 1 Bring in favorite poem	H&S Chapter 8	Fluency Idol Readers Theatre scripts Running Records (ORF)
Week 7 March 2nd	Daily Five Group Presentation		
Spring Break: No class March 9 th			

<p>Week 8</p> <p>March 16th</p> <p>Comprehension: Reading to Learn</p>		<p>H& S Chapters 11</p> <p>McLaughlin, M. (2012). Reading Comprehension: What Every Teacher Needs to Know. <i>Reading Teacher</i>, 65(7), 432-440. doi:10.1002/TRTR.01064 http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=74022127&site=ehost-live</p>	<p>RAN strategy, Double-entry diaries, Reciprocal Teaching. Before, During and After Reading strategies!</p>
<p>Week 9</p> <p>March 23rd</p> <p>Academic Language and Disciplinary Literacy</p>		<p>Harvey, S., & Goudis, A. (2007). Strategies that Work: Teaching Comprehension for Understanding and Engagement. Stenhouse Publishers. Portland, ME. Chapter 12 Content Literacy: Reading for Understanding in Social Studies and Science.</p>	<p>Academic language strategies, morphology, and reading in the content areas (informational and narrative texts)</p>
<p>Week 10</p> <p>March 30th</p> <p>Reading Assessments, Challenging Texts and Close Reading</p>		<p>Fountas, R.& Pinnell, G.S. (1996) Guided Reading: Good first teaching for all children. Chapter 6 using assessment to inform teaching.</p> <p>Fisher, D., & Frey, N. (2012). Close Reading In Elementary Schools. <i>Reading Teacher</i>, 66(3), 179-188. doi:10.1002/TRTR.01117 http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=83004859&site=ehost-live</p>	<p>Close Reading Strategies, Text that fit, open-ended questions, assessing comprehension.</p> <p>Smart board Talk about Journal talk</p>

<p><u>Week 11</u></p> <p>April 6th</p>	<p>Journal Talk</p>	<p>Choose article from list and provide a summary. Please review the rubric for what information you should look for an article to determine if the findings are “evidence-based”</p> <p>Reading in your discipline!</p>	
<p><u>Week 12</u></p> <p>April 13th</p> <p>Diverse Learners</p>	<p>Lesson Plan due</p>	<p>Purcell-Gates, V. (1995). Other People’s Words: The Cycle of Low Literacy. Harvard University Press. Chp. 3 “A World Without Print” (optional)</p> <p>Goldenberg (2008) Teaching English language learners: What the research does—and does not say. <i>American Educator</i>, pp 8-44.</p>	<p>RTI in more detail.</p> <p>Cross the line Modifications for English language learners</p> <p>Peer work Tier 1 and 2 vocabulary</p>
<p><u>Week 13</u></p> <p>April 20th</p>	<p>Quiz</p>		
<p><u>Week 14</u></p> <p>April 27th</p>		<p>Synthesis</p> <p>H&S Chapter 15</p>	<p>Putting it all together</p>

Enduring Understandings

Candidates will understand that effective educators **explicitly integrate the teaching of reading, writing, communication and technology across content areas.**

	<u>Knowledge</u>		<u>Skills</u>
	Candidates will		Candidates will be able to...
EU8K1	Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. (e1F)	EU8S1	Develop, implement, evaluate, and modify instruction using the Illinois Learning Standards for English Language Arts incorporating the Common Core Standards. (Reading, literature, informational text, writing, language, listening /speaking).
EU8K2	Describe literacy development across the PK – 12 years, (e.g., oral language, word recognition, reading comprehension, strategic knowledge, academic vocabulary, written composition, and reading-writing connections) using supporting evidence from theory and research. (f1C)	EU8S2	Model the integration of reading, writing, and oral communication skills to effectively engage students in content learning across the PK – 12 grades including safe, ethical and legal use of technology. (f1E, f2E, f2H; i2K, i2L)
EU8K3	Explain how and why language varies and changes in different regions across different cultural groups, across different time periods and the impact this has on effective literacy instruction. (a1E)	EU8S3	Develop literacy instruction and assessment that reflect an understanding of developmental, cultural, and linguistic diversity. (f1H, f2B, g2I)
EU8K4	Identify the role of motivation and self-efficacy in developing literacy skills. (e1F)	EU8S4	Incorporate student choice in determining reading and writing materials and activities. (e2A)
EU8K5	Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (f1A, f1E,f1I, f2D)	EU8S5	Identify and select appropriate and culturally responsive reading materials and adapts them (f1G, f2A)

EU8K6	Recognize the role of prior knowledge in comprehending text. (f1B)	EU8S6	Prepare students to critically and creatively respond to text orally and in writing. (f2G, f2J)
EU8K7	Identify literary and informational text structures. (f1B)	EU8S7	Prepare students to plan for, participate in, and respond to a range of conversations and collaborative discussions. (f2J; f2C)
EU8K8	Describe the components of a comprehensive curriculum that develop students' literacy skills and strategies across all disciplines. (f1A)	EU8S8	Design curriculum and instruction that provides opportunities for oral language development and the use of newly acquired vocabulary in reading and writing activities. (f2J)
EU8K9	Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (f1C)	EU8S9	Introduce and develop reading strategies to improve comprehension of literary and informational texts and enhance critical thinking skills in single texts and multiple texts, including electronic resources (e.g. predicting, purpose setting, sequencing, connecting, determining main ideas, visualizing, self-monitoring, interpreting, questioning, summarizing, synthesizing, inferencing, and evaluating. (f2f)
EU8K10	Explain the reading, writing, listening and speaking demands associated with specific disciplines. (f1F, f1I)	EU8S10	Design curriculum and instruction that provides opportunities for students to write for authentic purposes and to demonstrate the power and importance of writing throughout their lives. (f2G)
EU8K11	Explain the reading, writing, listening and speaking demands associated with specific disciplines. (f1D)	EU8S11	Engage students in using writing to develop an understanding of content area concepts and skills. (b2H, f2G)
EU8K12	Identify the role, perspective, and purpose of text in specific disciplines. (f1G)	EU8S12	Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, cameras, interactive web sites, blogs, online research. (b1F, b2D, b2G, e2F, e2G, i2K; i2L)

EU8K13	Explain the content and structure of the Illinois Learning Standards for English Language Arts incorporating the Common Core.	EU8S13	Provide instruction in using technology to produce and publish writing and to interact and collaborate with others.(e2F, h2D)
		EU8S14	Evaluate instructional plans in relation to short and long term literacy goals and systematically adjusts them to meet each student's needs and enhance learning. (e1G, e1H)
		EU8S15	Provide opportunities for students to use school and community library resources to support discipline specific learning. (h1A, h1H, h2A, h2B)
		EU8S16	Develop collaborative and respectful relationships with families, colleagues and community members to support students' reading and writing across the PK – 12 grades. (h2A, h2B, h2C, i2F)
		EU8S17	Utilize literacy research and theories to evaluate and modify his/her teaching techniques.
		EU8S18	Work with other teacher and support personnel to design, adjust and modify instruction to meet students' reading, writing and communication needs. (i2I)

Additional Online Objectives and Assessments in CIEP 359

IDEA Online Evaluation Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Disposition Assessed in this Course

The teacher candidate commits to appropriate professional and interpersonal behaviors by...

D8: Demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy

The rubric for this will be posted, and candidates will be assessed in Live Text.

Candidates in all courses will be assessed on the following disposition as well:

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Loyola University Chicago

School of Education

Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.