

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

CIEP M38: Instructional Methods for K-2:
Reading and Literacy
SPRING SESSION 2020

Instructor: Bridget Farmand
Phone: Mobile- 716-969-0871
e-mail: bridget.heppeler@gmail.com or bheppeler@luc.edu
Office hours: by appointment

Time: Tuesday 4:15-6:45
Classroom: Mundelein Center 308

Course Description

The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K-2 elementary classrooms and will emphasize the scientific foundations of reading instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state and Common Core Standards will be emphasized. These strategies, trends, and research will be meaningfully connected with the teaching of literacy via science, social studies, and other content areas. The needs of all children including those with special needs based on exceptionalities or on diversity of language or culture will be embedded in all course experiences to promote literacy development. Current multi-cultural children's literature will be used in simulated classroom teaching experiences. Clinical experiences, supervised by the faculty team, will provide opportunities for students to connect teaching theory with classroom practice.

Course Objectives and Standards

In combined experiences from course readings, demonstrations, modeling, mini-lessons, and discussions, by the end of the semester, a student enrolled in CIEP M38 will demonstrate beginning competence in the knowledge base, skills, and strategies stated in the Illinois Professional Teaching Standards and ECE with which this course is aligned as follows:

Curriculum and Content Knowledge

STANDARD 1 - Curriculum

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas. [26.110] (ECE)

STANDARD 2 - Curriculum: English Language Arts

The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations. [26.120] (ECE)

II. Content Area and Pedagogical Knowledge - The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. (IPTS)

Human development and learning

STANDARD 8: The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three. [26.180] (ECE)

Diversity

STANDARD 9: The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three. [26.190] (ECE)

I. Teaching Diverse Students - The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. (IPTS)

Planning for Instruction

STANDARD 10: The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals. [26.200] (ECE)

III. Planning for Differentiated Instruction - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. (IPTS)

Learning Environment

STANDARD 11: The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children's developmental levels and needs to create a learning environment that encourages positive social inter-

action, active engagement in learning, intrinsic motivation, and self-esteem. [26.210] (ECE)

IV. Learning Environment -

The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. (IPTS)

Instructional Delivery

STANDARD 12: The competent early childhood teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. [26.220] (ECE)

V. Instructional Delivery -

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student. (IPTS)

Communication

STANDARD 13: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. [26.230] (ECE)

VI. Reading, Writing, and Oral Communication - The competent teacher has foundational knowledge

of reading, writing, and oral communication within the content area and recognizes and address

student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. (IPTS)

Assessment

STANDARD 14: The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children. [26.240] (ECE)

VII. Assessment - The competent teacher understands and uses appropriate formative and summative

assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. (IPTS)

Collaboration and Professional Reflection

STANDARD 15 - Collaborative Relationships

The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and wellbeing. [26.250] (ECE)

STANDARD 16 - Reflection and Professional Growth

The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [26.260] (ECE)

VIII. Collaborative Relationships - The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. (IPTS)

Professional Conduct and Leadership

STANDARD 17 - Collaborative Relationships

The competent early childhood teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve children's learning and well-being. [26.270] (ECE)

Required texts

Gunning, T. G. (2016). *Creating literacy instruction for all students PreK-4, 9th Edition*. Boston: Pearson.

Boushey, G. & Mosher, J. (2009). *The CAFÉ book: Engaging all students in daily literacy assessment and instruction*. Portland, Maine: Stenhouse.

Boushey, G. & Mosher, J. (2014). *The Daily 5; Fostering literacy independence in the elementary grades, second edition*. Portland, Maine: Stenhouse.

Additional readings:

<http://www.ascd.org/publications/educational-leadership/jun12/vol69/num09/Vocabulary@-Five-Common-Misconceptions.aspx>

<http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

Required Readings on Sakai Several articles and resources posted under Readings.

Social Action through Education

“Social Action through Education” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Courses in the ECSE program have been designed to assist students in taking the first

steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. This involves a specialized set of competencies, some of which will be emphasized in this course. The following Conceptual Framework Standards are specifically addressed in these courses:

Conceptual Framework Standards: M38 Candidates demonstrate...	Activities and Assignments
CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	Philosophy of Teaching Literacy Essay
CF2: ...knowledge and skills in a variety of school and professional settings.	Clinical Experience
CF3: ...an understanding of issues of social justice and inequity.	Philosophy of Teaching Literacy Essay
CF4: ...skills that will enable them to work effectively with diverse clients.	Reader Case Study
CF5: ...technological knowledge and skills which enhance education.	In-class assignments
CF6: ...professional decision-making skills and behaviors in advancing social justice and service.	Reflection Journal
CF7: ...how moral and ethical decisions shape actions directed toward service to others.	Clinical Experience
CF8: ...an ability to apply principles in professional decision-making.	Lesson Plans and Clinical experience

Assignments

1. Philosophy of Teaching Literacy

- Write a 3-5 page essay depicting your philosophy of teaching literacy to meet the needs of all students. This should include specific personal experiences in reading and writing that have influenced your beliefs as well as established theories. Explain how you plan to blend theory with practice in a K-3 classroom setting. Use specific experiences as a student and preservice teacher to provide evidence of your philosophy. This essay should follow APA 6th edition formatting-- citing all sources -- and be submitted on Sakai. [26.120] (ECE), [26.180] (ECE), [26.220] (ECE), [II] (IPTS), [V] (IPTS)

2. Reflective Journals

- Reflect each week upon your clinical experience and its connection to course reading and class discussion.
- Read class members' journal entries and respond to at least 2 other reflections in class.
- Consider how content from your weekly readings are reflected in practice
- What impact does the clinical experience have on your beliefs about teaching literacy?
- Specific prompts may be given during class [26.260] (ECE)

3. Lesson Plans

- Candidates will evaluate one lesson plan/planning format from their clinical site using an assigned framework, and then create three (3) lesson plans of their own which align with various planning frameworks to be discussed in class. The candidates teach one lesson to the university class and receive peer and faculty feedback. If possible, candidates will teach this lesson at their practicum site after reflection and revisions have been made during the class presentation session. The candidates are allowed one rewrite on the plan after faculty has made comments. Detailed instructions will be provided after clinical placements have begun. [26.110] (ECE), [26.120] (ECE), [26.180] (ECE), [26.190] (ECE), [26.200] (ECE), [26.220] (ECE), [26.230] (ECE), [I] (IPTS), [II] (IPTS), [III] (IPTS), [V] (IPTS), [VI] (IPTS)

4. Reader Case Study

- Gather background information regarding a struggling reader (personal interests, family life, school attendance, friendships, etc.)
- Identify the student's reading level, reading strategies, concepts of print, phonological awareness, and writing/spelling levels using chosen assessments (these assessments should be included in the appendices)
- Create an instructional plan reflective of collected data to improve the child's literacy skills. Make connections to psychological and linguistic foundations of reading and writing processes and instruction, and language development and reading acquisition and the variations related to cultural and linguistic diversi-

ty. [26.120] (ECE), [26.190] (ECE), [26.200] (ECE), [26.240] (ECE), [26.250] (ECE), [26.270] (ECE), [I] (IPTS), [II] (IPTS), [III] (IPTS), [VII] (IPTS)

5. In-class assignments

- These assignments will be assigned and completed during class sessions. In some cases they will involve pre-planning and materials to be brought to class. All instructions from in-class work will be provided during class sessions.

6. Book Talks and Read Aloud Texts

- Each candidate will choose one chapter book that would be a good read aloud for a K-2 classroom and three (3) picture books that would make good read alouds for K-2. At least one of the picture books must be science-related, and at least one picture book must be social studies-related. Candidates will share all four titles in class. One handout for each title (four handouts total) will be submitted. A sample of a handout is presented in class.

7. Quizzes

- There will be three quizzes throughout the semester that address course readings

8. Attendance, Professionalism, and Participation

Attendance:

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time - by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments. If you are absent, it is your responsibility to send assignments that are due, obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class. You must be prepared for the next class.
- Check your e-mail regularly. Please understand that you will not be excused from your responsibility for course requirements or other course changes/announcements due to failure to check your e-mail regularly.

Participation:

Candidates are expected to consistently and actively participate in all class activities and discussions. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles. Candidates must also write thoughtfully in their dialogue journals every class. Candidates must submit all work on time, or in advance for feedback. Assignments will not be re-evaluated or regraded for additional credit if candidates fail to follow assignment directions.

In addition to the expectations for professionalism and teaching growth in the Sequence 6 site, the following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I

- 4-Always prompt and regularly attend sessions.
- 2-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (2 or more absences).

Professional Attitude and Demeanor Part II

- 4-Always prepared for sessions with assignments and required materials.
- 2-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 4-Always a willing participant. Contributes by offering ideas and asking questions.
- 2-Often a willing participant. Contributes by offering ideas and asking questions.
- 0-Rarely a willing participant. Rarely offers ideas or asks questions.

Integration of Readings into Classroom Participation

- 4-Often cite from readings; use readings to support points. High quality written responses.
- 2-Occasionally cite from readings; sometimes use readings to support points. Moderate quality written responses.
- 0-Rarely cite from readings; rarely use readings to support points. Poor quality/missing written responses.

Listening Skills

- 4-Listen when others talk, both in groups and in sessions. Incorporate/build off of the ideas of others.
- 2-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions

Assignments and Grading

ASSIGNMENTS FOR CLASS:	Points
Reflection Journals (4)	20
Quizzes (3)	30
Lesson plans (includes reflections)	25
Literacy Philosophy Paper	30
Reader Case Study	35
Book Talks, Read Aloud selections and handouts (4 total: 1 chapter book, three picture books; handouts for each)	45
In-Class Assignments	20
Attendance, Professionalism, and Active Participation	25
TOTAL	230

University Policies and Information

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.

- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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

<https://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***.

Diversity

By focusing on individual, diverse students in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

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.

Disposition Rubric

	Target	Acceptable	Unacceptable
Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication	<p>Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities.</p> <p>Candidates proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently.</p> <p>Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</p>	<p>Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus.</p> <p>Candidates initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance.</p> <p>Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</p>	<p>Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities.</p> <p>Candidates do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students.</p>
Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.	<p>Candidates seek opportunities to participate in professional development during field experiences or through involvement in professional groups and organizations</p>	<p>Candidates read and critique professional literature and make connections between the literature and field experiences</p>	<p>Candidates read professional literature and communicate their understandings of the literature in writing or by actively participating in discussions</p>

<p>Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments</p>	<p><i>Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment and encourage their incorporation at a school-wide level</i></p>	<p><i>Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment</i></p>	<p><i>Candidates recognize the importance of valuing the unique identities of students, families and communities but fail to utilize identified strengths</i></p>
<p>Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex envi-</p>	<p><i>Candidates adopt a functional perspective to understanding student behavior and participate in promoting a positive classroom environment</i></p>	<p><i>Candidates identify the factors that influence student behavior and utilize the information to make decisions that promote student learning</i></p>	<p><i>Candidates communicate through writing or orally an awareness of the range of factors that influence student behavior, but fail to take action</i></p>
<p>Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students</p>	<p><i>Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations and involve students in setting expectations</i></p>	<p><i>Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations</i></p>	<p><i>Candidates recognize and communicate through writing or orally that one's expectations impact students learning and development, but fail to take actions on that knowledge</i></p>

Technology, including LiveText

Candidates will be responsible for regularly accessing their Sakai accounts. Sakai be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. This course does not require the use of LiveText in order for candidates to submit any module assessments. <https://www.livetext.com/>

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

It is imperative that work be completed on time. Assignments are expected on the dates noted. Point deductions will be made as follows, with no exceptions. These apply only to major assignments for the course. For quizzes, no late work will be accepted:

- a. 1 to 3 days late: 50% of points will be deducted
- b. 4 to 6 days late: 75% of points will be deducted
- c. 7 or more days late: 100% of points will be deducted

Final course grades will be assigned as follows:

Per-centage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F

General Outline of Course Topics:

Date	Topic	Assignments Due
1/14 #1	Introduction to literacy, content area literacy	Review Syllabus
1/21 #2	Literacy Theories	Read chapter 1 of GUNNING
1/28 #3	Teaching all students Getting to know your students; motivation	Read chapter 2 of GUNNING <u>Assignment Due:</u> -Reflection #1
2/4 #4	Emergent Literacy/Early Literacy	Read chapter 4 GUNNING <u>Assignment Due:</u> -Lesson Plan (2) -Philosophy of Literacy Paper

2/11 #5	Reading Literature	Read chapter 10 Gunning Read chapters 1 and 2 <i>The Daily Five, second edition</i> Read chapter 1 of <i>The CAFÉ Book</i> <u>Assignment Due:</u> -Lesson Plan (2)
2/18 #6	Assessment	Read chapter 3 GUNNING Library Visit? <u>Assignment Due:</u> -Lesson Plan (2) -Reflection #2
2/25 #7	Phonics, High-Frequency Words, Phonemic Awareness and Syllabic Analysis	Read chapter 5 GUNNING <i>QUIZ#1</i> Library Visit? <u>Assignment Due:</u> -Lesson Plan (2)
3/3 #8	Spring Break - no class	
3/10 #9	Vocabulary	Read chapter 6 GUNNING Read Todd Finley's "8 Tips" article Read "Vocabulary: Five Misconceptions" article Library Visit? <u>Assignment Due:</u> -Reflection #3
3/17 #10	Comprehension Part I: Theories and Strategies	Read chapter 7 of GUNNING <i>QUIZ #2</i>

3/24 #11	Comprehension Part II: Text Structures and Teaching Procedures	Read Chapter 8 of GUNNING Close Reading in Science Texts <u>Assignment Due:</u> -Present Read Aloud -Reflection #4
3/31 #12	Writing and Reading Creating and Managing a Literacy Program	Read Chapter 9, 12 of GUNNING <i>QUIZ #3</i> Present Book Talks <u>Assignment Due:</u> -Book talk books and share four (4) handouts
4/7 #13	Remote Learning Day	Read chapter 13 GUNNING
4/14 #14	Last class meeting - presentation of case study	<u>Assignment Due:</u> -Reader case study
4/21 #15	No class meeting	<u>Assignment Due:</u> -Lesson Plans and Reflection due to LiveText -Complete online course evaluation