



Elementary Reading Methods

CRIN-337B

Fall 2021 Section 11406 3 Credits 08/16/2021 to 11/23/2021

Description

This course enables elementary teacher candidates to examine objectives, principles, and practices in reading. Teacher candidates develop competence in providing reading experiences appropriate to the learning styles of diverse children.

Objectives

Curriculum and Instruction Program Learning Outcomes

Outcome 1: The Learning and Learning

Graduates of the teacher preparation program will be able to demonstrate understanding of how learners grow and develop, design and implement developmentally appropriate differentiated instruction and create an environment that supports individual and collaborative learning.

Outcome 2: Content

Graduates of the teacher preparation program will be able to demonstrate an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that allow learners to engage in critical thinking, creativity, and problem solving.

Outcome 3: Instructional Practice/Assessment

Graduates of the teacher preparation program will be able to plan and use multiple methods of assessment to engage learners in their own growth, by drawing upon knowledge of content areas, curriculum, and pedagogy and using a variety of instructional strategies.

Outcome 4: Professional Responsibility

Graduates of the teacher preparation program will be able to engage in ongoing professional learning and seek appropriate leadership roles and opportunities to take responsibility for students learning while collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcomes

After successful completion of the course students will:

1. Demonstrate an understanding of the five research-based components of literacy instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension – as well as the importance of each component and how children develop competencies in each component.
2. Develop and carry out plans, procedures, and materials for the teaching of reading, which provide for children’s individual differences and the development of positive attitudes.
3. Implement and discuss instructional strategies in the five research-based components of literacy instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. Administer and interpret reading assessments.
5. Use assessment data to determine appropriate instructional reading interventions.
6. Become familiar with and use the K-12 Louisiana Student Standards for English Language Arts and the Louisiana Teacher Preparation Competencies.
7. Collaborate with the instructor, peers, and in-service reading teachers.

Materials

You will need to access the following e-texts for this course.

The e-texts are available at no cost through the John B. Cade Library's website.

Title: *Teach Them All to Read: Catching Kids Before They Fall Through the Cracks*

Author: McEwan-Adkins, E. K.

Publisher: Corwin

Edition: Second

Availability: Campus Library

Price: No cost

Title: *Multisensory Teaching of Basic Language Skills*

Author: Judith R. Birsh, Suzanne Carreker

Publisher: Paul H. Brooks Publishing Company

Availability: Campus Library

Price: No cost

Deliverables

Deliverables by Student Learning Outcome

Student Learning Outcomes	Related Course Activities and Assessments
<p>1. Demonstrate an understanding of the five evidence-based components of literacy instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension – as well as the importance of each component and how children develop competencies in each component.</p>	<ol style="list-style-type: none"> 1. Pretests and posttests 2. Lecture activities, including student-led learning circles, group presentations, etc. 3. IRIS Center Early Reading Case Studies 4. Lesson plans and unit plans 5. Individual and small group tutoring (Level 2 field experiences) 6. Field experience reflections
<p>2. Develop and carry out plans, procedures, and materials for the teaching of reading, which provide for children’s individual differences and the development of positive attitudes.</p>	<ol style="list-style-type: none"> 1. IRIS Center Early Reading Case Studies 2. Lesson plans and unit plans 3. Individual and small group tutoring (Level 2 field experiences) 4. Field experience reflections
<p>3. Implement and discuss instructional strategies in the five research-based components of literacy instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	<ol style="list-style-type: none"> 1. IRIS Center Early Reading Case Studies 2. Lesson plans and unit plans 3. Individual and small group tutoring (Level 2 field experiences) 4. Field experience reflections
<p>4. Administer and interpret reading assessments.</p>	<ol style="list-style-type: none"> 1. IRIS Center Early Reading Case Studies 2. Lesson plans and unit plans 3. Individual and small group tutoring (Level 2 field experiences) 4. Field experience reflections
<p>5. Use assessment data to determine appropriate instructional reading interventions. <i>(Related activities and assessments: lesson plans, unit plan, field experiences)</i></p>	<ol style="list-style-type: none"> 1. IRIS Center Early Reading Case Studies 2. Lesson plans and unit plans 3. Individual and small group tutoring (Level 2 field experiences) 4. Field experience reflections

<p>6. Become familiar with and use the K-12 Louisiana Student Standards for English Language Arts and the Louisiana Teacher Preparation Competencies.</p>	<ol style="list-style-type: none"> 1. Pretests and posttests 2. Lecture activities, including student-led learning circles, group presentations, etc. 3. IRIS Center Early Reading Case Studies 4. Lesson plans and unit plans 5. Individual and small group tutoring (Level 2 field experiences) 6. Field experience reflections
<p>7. Collaborate with the instructor, peers, and in-service reading teachers. (<i>Related activities and assessments: discussion forums, lesson plans, unit plan, field experiences</i>)</p>	<ol style="list-style-type: none"> 1. Lecture activities, including student-led learning circles, group presentations, etc. 2. IRIS Center Early Reading Case Studies 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experience reflections

Description of Deliverables

1. **Pretests and posttests** – For each course topic (phonemic awareness, phonics, and fluency), each student will complete a pretest before engaging in lecture activities and a posttest after engaging in lecture activities. Posttests will be reviewed with the whole group to address and misconceptions or knowledge gaps.
2. **Lecture activities, including student-led learning circles, group presentations, etc.** – Students will engage in cooperative grouping (learning circles) that will include but not be limited to creating and responding to higher order thinking questions related to course readings, analyzing and using academic vocabulary, visually representing concepts, documenting work on learning circle task sheets, and presenting their findings as part of a class discussion. The instructor will act as a facilitator during these activities and use the discussion time to address misconceptions and/or knowledge gaps.
3. **IRIS Center Early Reading Case Studies** – Students will use the STAR Sheets from the IRIS Center Early Reading Case Studies to develop, implement, evaluate, and revise foundational reading activities in phonemic awareness, phonics, and fluency. Students will implement the activities with each other to practice the instructional activities with each other. The instructor and the students will evaluate the instructional practice, and students will revise the activities based on feedback. In addition, students will read, write reports, and present on two IRIS Center Early Reading Case Studies as part of the midterm examination and two case studies as part of the final examination.
4. **Lesson plans and unit plans** – For the midterm examination, students will use high-quality curriculum materials (quality based on evaluations completed by the Louisiana Department of Education (LDOE)), course textbooks, IRIS Center Early Reading Case Study STAR Sheets, Louisiana Literacy resources from the LDOE, and guidance from ReadingRockets.org, etc. to develop a foundational skills reading block that includes phonemic awareness, phonics, and fluency activities that are embedded within lesson plans that utilized the Universal Design for Learning. These activities will be implemented as part of the students' Level 2 Field Experiences and revised based on evaluation of those field experiences. For the final examination, students will expand the skills block lesson plan into a unit plan that includes five days of foundational skills reading block activities for each of the following types of foundational reading instruction: phonemic awareness, phonics, and fluency.
5. **Individual and small group tutoring (Level 2 field experiences)** – Students will use activities and lesson plans developed in class and high-quality instructional materials provided by cooperating teachers to provide individual and small group tutoring with first through fifth graders at assigned schools/classrooms in the local school district.
6. **Field experience reflections** – Students will use School of Education forms to document field experience hours, and they will complete reflection forms to evaluate their teaching and revise their foundational reading instructional activities and lesson plans.

Schedule

#	Day	Date	Topics	Activities
1	T	8/17	First Day of Class	Student Information Sheet
2	Th	8/19	Shifting Paradigms 1	-Learning Circles, <i>Teach Them ALL to Read</i> , Introduction
3	T	8/23	Shifting Paradigms 2	-Group Presentations, <i>Teach Them ALL to Read</i> , Introduction
4	Th	8/25	Phonemic Awareness 1	-Phonemic Awareness Pretest -Learning Circles, <i>Teach Them ALL to Read</i> , Chapter 1
	T	8/30	<i>Classes Cancelled due to Hurricane Ida</i>	
	Th	9/01	<i>Classes Cancelled due to Hurricane Ida</i>	
	T	9/06	<i>Campus Closed for Labor Day Holiday</i>	
7	Th	9/08	Phonemic Awareness 2	-Learning Circles, <i>Teach Them ALL to Read</i> , Chapter 1 -K-2 Classroom Literacy Instruction Based on the Science of Reading – Phonemic Awareness (LouisianaBelieves.com) -Phonemic Awareness Posttest
8	T	9/13	Phonemic Awareness 3	-Phonemic Awareness Partner Teaching Activity – Instructional Practice Demonstrations with Phonological Awareness Activity Cards

9	Th	9/15	Phonemic Awareness 4	<p>-Phonemic Awareness Partner Teaching Activity – Instructional Practice Demonstrations with Phonological Awareness Activity Cards</p> <p>-Written Teaching Reflection</p>
10	T	9/20	Phonics 1	<p>-Phonics Pretest</p> <p>-Learning Circles, <i>Teach Them ALL to Read</i>, Chapter 2</p>
11	Th	9/22	Phonics 2	<p>Learning Circles, <i>Teach Them ALL to Read</i>, Chapter 2</p> <p>-K-2 Classroom Literacy Instruction Based on the Science of Reading – Phonics (LouisianaBelieves.com)</p> <p>-Phonics Posttest</p>
12	T	9/27	Phonics 3	<p>-Phonics Partner Teaching Activity – Choose, Develop, and Demonstrate a Phonics Teaching Activity with Model-Lead-Test for Letter-Sound Matching</p> <p>-IRIS Center Start Sheet – Early Reading – Model-Lead-Test</p>
13	Th	9/29	Phonics 4	<p>-Phonics Partner Teaching Activity – Choose, Develop, and Demonstrate a Phonics Game Activity for Blending or Segmenting</p> <p>-What are effective phonics strategies to implement?</p> <p>-Written Teaching Reflection</p>
14	T	10/04	<i>Midsemester Exam</i>	<p>-IRIS Center, Early Reading Case Studies, Written Report, Set 1 (Phonemic Awareness and Phonics)</p> <p>-Phonemic Awareness & Phonics Lesson Plans</p>
15	Th	10/06	<i>Midsemester Exam Presentations</i>	<p>-IRIS Center Early Reading Case Studies, Written Report, Set 1</p> <p>-Phonemic Awareness & Phonics Lesson Plans</p>

16	T	10/11	Level 2 Field Experience 1	-Field Experience Orientation -Curriculum Review: CKLA and EL Education: Phonemic Awareness and Phonics
17	Th	10/13	Level 2 Field Experience 2	-In School Field Experiences: Phonemic Awareness and Phonics
18	T	10/18	Level 2 Field Experience 3	-In School Field Experiences: Phonemic Awareness and Phonics
19	Th	10/20	Level 2 Field Experience 4	-Written Field Experience Reflections and Presentations: Phonemic Awareness and Phonics
20	T	10/25	Fluency 1	-Fluency Pretest -Reading Guide, <i>Teach Them ALL to Read</i> , Chapter 3
21	Th	10/27	Fluency 2	Reading Guide Review, <i>Teach Them ALL to Read</i> , Chapter 3 -K-2 Classroom Literacy Instruction Based on the Science of Reading – Fluency (LouisianaBelieves.com) -Fluency Posttest
22	T	11/01	Fluency 3	-Fluency Partner Teaching Activity – Choose, Develop, and Demonstrate a Fluency Teaching Activity with Repeated Reading -Reading Rockets: Fluency: Instructional Guidelines and Student Activities
23	Th	11/03	Fluency 4	-Fluency Partner Teaching Activity – Choose, Develop, and Demonstrate a Fluency Activity with Readers’ Theater - Reading Rockets: Fluency: Instructional Guidelines and Student Activities -Written Teaching Reflection
24	T	11/08	Level 2 Field Experience 5	In School Field Experiences: Fluency
25	Th	11/10	Level 2 Field Experience 6	In School Field Experiences: Fluency

26	T	11/15	<i>Unit Plan 1</i>	<p>-Unit Plan: Plan one week of instruction with a foundational reading skills block that includes daily activities for phonemic awareness, phonics, and fluency; daily partner work with instructor feedback</p> <p>-IRIS Center Early Reading Case Studies, Written Report, Set 2 (Phonemic Awareness, Phonics, and Fluency)</p>
28	Th	11/17	<i>Unit Plan 2</i>	
29	T	11/22	<i>Unit Plan 3</i>	
	T	11/23	<i>Unit Plan 4</i>	
	W	11/24	<i>No Classes for Thanksgiving Break through F 11/26</i>	
30	M	11/29	<p>Unit Plan and Case Study Presentations</p> <p><i>Final Exams through W 12/3</i></p>	
	F	12/10	<i>Fall Commencement</i>	