

**Chaminade University of Honolulu**  
**Department of Education**

**ED 415: Teaching Content Reading in the Elementary School Fall, 1999**

**Instructor: Dr. Vickie V. Iwamoto**

**Contact Phone Number: 739-4613**

**Course Outline**

**Goal:**

The goal of this course is to develop competence in teaching content area reading at the elementary level using an integrated model which links reading to the other literacy processes of writing, listening, speaking and thinking. In order to meet this goal the following objectives have been established:

**Objectives:**

1. Students will identify the interrelationship of the literacy processes of reading, writing, listening, speaking and thinking and how these processes relate to and support instruction.
2. Students will engage in learning and applying different instructional approaches, materials and models to facilitate reading instruction in the elementary school.
3. Students will become familiar with literature based reading programs and with using literature to enhance instruction across the curriculum.
4. Students will learn strategies to teach reading comprehension, writing, word analysis and vocabulary development to enhance elementary reading instruction.
5. Students will become versed in the issues and trends in elementary reading instruction through class discussion and sharing of various instructional approaches and strategies.
6. Students will become acquainted with educational journals, resources books and other *professional* materials relating to elementary reading instruction.
7. Students will learn how to develop study skills and research skills to support content area instruction.
8. Students will examine issues in reading instruction related to classroom organization, assessment and evaluation.
9. Students will observe and participate in an elementary classroom during reading and language arts instruction for twenty hours during the semester.



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Contact Phone Number: 739-4603

**Course Requirements: ED 415**  
**Teaching Reading in the Elementary School**

1. Materials

Text: Teaching Reading and Writing in Elementary Classrooms, 1997.

Second Edition.

Rebecca **Barr** and Barbara Johnson

Longman Publishers, New York, New York


2. Requirements

A. Basic Learning Experiences

Attendance and participation in each class.

Reading journal - responses and reactions to the strategies and approaches discussed in class, pause and reflect **section** of text, and/or lessons observed in O&P classrooms. (Journal entry required for every O&P session and a minimum of one entry a week) Journal can be completed and turned in on a disc. (Ask about **details**.)


 Personal reading autobiography (3-5 pages)


 Observation and Participation in an elementary classroom with an emphasis in reading and **language instruction (twenty hours required)**


® Literacy Portfolio Handbook

Final Exam


B. Selected Learning **Experiences** (choose three of the eight experiences)

 Review, evaluate and report to the class on an instructional approach to teach vocabulary at a specific grade level and in a specific content area. (3-5 pages)

 Review, evaluate and report to the class on an instructional approach to teach comprehension at a specific grade level and in a specific content area. (3-5 pages)

 Review, evaluate and report to the class on an instructional approach that integrates **literature** into reading instruction. Give specific examples of stories you would use and how you would integrate them to teach comprehension or vocabulary skills. (3-5 pages)

Abstract two professional journal articles and share findings with the class.

 Review a professional resource book and share findings with the class.

Review, evaluate and report to the class on an instructional approach to teach study skills in a specific content area.

Technology Integration - Review, evaluate and report to the class on an instructional approach that utilizes technology in content area instruction.

Create a technological presentation using specific software that is approved by the instructor.

Independent Project (Prior approval required)

### 3. Grading

<i>Basic Learning Experiences</i>	<i>Points</i>
Attendance and participation in each class	20
Reading Journal	10
Observation and <b>Participation</b>	20
Personal Reading Autobiography	5
Literacy Portfolio	10
Final Exam	20

#### Selected Learning Experiences \*\*

Report on instructional approach to teach vocabulary	5
Report on instructional approach to teach comprehension	5
Report on instructional approach to integrate literature into reading instruction	5
Abstract professional journal articles. Share findings with class.	5
Review a professional resource book and share findings with class.	5
Review on an instructional approach to teach study skills.	5
Integration of technology	5
Independent Project (Prior approval required)	5

**\*\* Choose three of the eight activities. The remaining five activities be done for extra-credit if you choose to do so.**

#### Grading Scale

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 and below



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**Syllabus: ED 415**  
**Teaching Content Reading in the Elementary School**

Week 1: •  
August 31

**Introduction**

**Orientation:**

Preview Course Requirements

Preview Course Syllabus

Preview Textbook

Discuss Chapter 1- - Developing Readers and Writers

***Assignments:-***

\* Preface and Chapters 1 & 2

Week 2:  
September 7

**Discuss Chapter 2**

The Role of Whole Language in a Balanced Literacy Program

What is a Balanced Literacy Program?

Strategy Instruction in Diverse Classrooms

***Assignments:***

Personal reading autobiography

Week 3:  
September 14

**Discuss Integrated Curriculum and Thematic Units**

Integrating Electronic Texts and Trade Books into the Curriculum

**Due: Personal reading autobiography**

***Assignments:***

Read Chapter 3

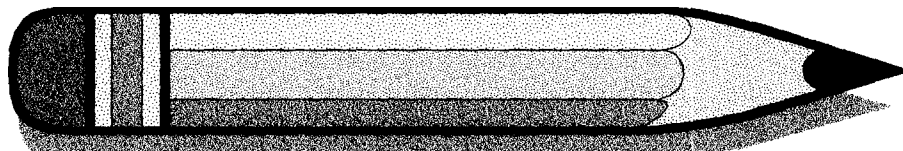
Week 4:  
September 21

**Discuss Chapter 3**

Knowledge of Print: Its Development and Instructional Support

***Assignments:***

Read Chapter 4



Week 5:  
September 28

Discuss Chapter 4  
Prior Knowledge, Vocabulary, and Purpose Setting  
Presentations: Reports on Strategies to Teach Vocabulary  
**Assignments:**  
Read Chapter 5

Week 6:  
October 5

Discuss Chapter 5  
Presentations: Reports on Strategies to Teach Comprehension  
Strategic Reading: Guiding, **Facilitating** and **Empowering** Student  
**Comprehension**  
Presentations: Reports on Strategies to Teach Comprehension  
Due: Reading Journal (**first** review)  
**Assignments:**  
Read Chapter 6

Week 7:  
October 12

Discuss Chapter 6  
**Making** the Reading and Writing Connection: Consolidating and  
Extending Students' Comprehension  
Presentations: Reports on approaches to teaching comprehension  
through writing  
**Assignments:**  
Read Chapter 7

Week 8:  
October 19

Discuss Chapter 7  
Writing to Learn - Guiding the Writing Process  
Presentations: Reports on Journal Articles  
Due: Literacy Portfolio Handbook Review  
**Assignments:**  
Read Chapter 8

Week 9:  
October 26

Discuss Chapters 8  
Knowing and Using Children's and Adolescent Literature  
Integrating **Technology** into Content Areas  
Presentations: Reports on **Strategies** for **Integrating** Literature into  
Reading and Content Area Instruction  
**Assignments:**  
Read Chapters 9

Week 10:  
November 2

Discuss Chapter 9  
Published Programs for Teaching Reading and Writing  
Presentations: Reports on Resources on for Teaching Reading in Content  
Areas  
Due: Reading Journal (second review)  
**Assignments:**  
**Read** Chapters 10 and 11

Week 11:  
November 9

Discuss Chapter 10 and 11  
Linking Instruction with Assessment  
**Organizing** Students for Literacy Instruction  
**Presentations:** Reports on Independent Projects  
**Assignments:**  
Read **Chapters** 12 & 13

Week 12:  
November 16

**Discuss Chapter 12 & 13**  
Supporting Emergent Literacy  
Developing Literacy in the Primary Grades  
**Presentations:** Reports on Independent Projects  
**Assignments:**  
Read **Chapter** 14 & 15

Week 13:  
November 23

Discuss **Chapter** 14 & 15  
Developing Literacy in the Intermediate Grades  
Developing Literacy Across the Curriculum in Middle and Junior High Schools  
Study Skills  
Presentations: Reports on Strategies for Teaching Study Skills in Content **Areas**  
Due: Reading Journal (third review)  
**Assignments:**  
Read Chapter 16  
Literacy Portfolio Handbook Review -Self review

Week 14:  
November 30

Discuss Chapters 16  
Communication and Professional Growth  
Topics that need clarification discussion  
Presentations: Reports on Independent Projects

Week 15:  
December 7

Class Review for Final  
Course Evaluations  
Due: Reading Journal (third review) - including O&P write-ups  
Literacy Portfolio

December 14

Final

*Syllabus will be adjusted to meet the needs of the class.*

