

Chaminade University of Honolulu
Department of Education

ED 415: Teaching Reading in the Elementary School Spring, 1999

Instructor: Dr. Vickie V. Iwamoto

Contact Phone Number: 739-4603

Course Outline

Goal:

The goal of this course is to develop competence in teaching 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 911 pp 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 team 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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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)


 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

Final Exam

B. Selected Learning Experiences (choose three of the seven 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**.

Independent Project (Prior approval required)

3. Grading

Basic Learning Experiences

	<i>Points</i>
Attendance and participation in each class	20
Reading Journal	10
Observation and Participation	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
Independent Project (Prior approval required)	5

* * Choose three of the seven activities. The remaining four activities may be done for extra-credit if you choose to do so.

Grading Scale

A 93-100

B 85-92

C 77-84

D 69-76

F 68 and below



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Syllabus: ED 415

Teaching Reading in the Elementary School

Week 1: January 15	Introduction Orientation: <ul style="list-style-type: none">• Preview Course Requirements• Preview Course Syllabus• Preview Textbook• Discuss Chapter I - Developing Readers and Writers <i>Assignments:</i> <ul style="list-style-type: none">• Read Preface and Chapters 1 & 2
January 22	Holiday
Week 2: January 29	Discuss Chapter 2 <ul style="list-style-type: none">• The Role of Whole Language in a Balanced Literacy Program <i>Assignments:</i> <ul style="list-style-type: none">• Personal reading autobiography• <u>Read Chapter 3</u>
Week 3: February 5	Discuss Chapter 3 <ul style="list-style-type: none">• Knowledge of Print: Its Development and Instructional Support Due: Personal reading autobiography <i>Assignments:-</i> <ul style="list-style-type: none">* <u>Read Chapter 4</u>
Week 4: February 12	Discuss Chapter 4 <ul style="list-style-type: none">• Prior Knowledge, Vocabulary, and Purpose Setting Presentations: Reports on Strategies to Teach Vocabulary <i>Assignments:</i> <ul style="list-style-type: none">• Read Chapter 5

Week 5:
February 19

Discuss Chapter 5

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 6:
February 26

Discuss Chapter 6

Making the Reading and Writing **Connection:** Consolidating
and Extending **Students'** Comprehension

Presentations: Reports on approaches to teaching comprehension

Assignments:

Read Chapter 7

Week 7:
March 5

Discuss Chapter 7

Guiding the Writing Process

Presentations: Reports on Journal Articles

Due: **Literacy** Portfolio Review

Assignments:

Read Chapter 8

Week 8:
March 12

Discuss Chapter 8

Knowing and Using Children's and Adolescent Literature

Presentations: Reports on Strategies for Integrating **Literature** into
Reading and Content Area I **ction**

Assignments:

Read **Chapters 9**

Week 9:
March 19

Discuss Chapters 9

Published Programs for Teaching Reading and Writing

Due: Reading **Journal** (second review)

Presentations: Reports on Resources on Resources for Teaching
Reading

Assignments:-

* Chapter 10 & 11

March 26 & April 2 Holiday

Week 10:
April 9

Discuss Chapter 10 & 11

- Linking Instruction **with** Assessment
- **Organizing** Students for Literacy Instruction

Presentations: Reports on Independent Projects

Assignments:-

- * Read **Chapters** 12 & 13
-

Week 11:
April 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 12:
April 23

Discuss Chapter 14 & 15

- Developing Literacy in the **Intermediate** Grades
- Developing Literacy Across the **Curriculum** in Middle and Junior **High** Schools

Presentations: Reports on **Strategies** for Teaching **Study** Skills

Due: **Reading Journal** (third review)

Assignments:

- **Read Chapter 16**
 - Literacy Portfolio Review -Self review
-

Week 14:
April 30

Discuss Chapter 16

- Communication and Professional Growth

Presentations: Reports on Independent Projects

Class Review for Final

Course Evaluations

Due: Literacy Portfolio

Week 15:
May 7

Final **Exam**

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