

Chaminade University of Honolulu
 ED 415 Teaching Reading in the Elementary School Fall, 2000
 Dr. Margaret A. Donovan
 Phone 734-1721

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 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, resource 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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Fall, 2000
Wednesday 5:30-8:30
Henry Hall 222

**COURSE REQUIREMENTS: ED 415
TEACHING READING IN THE ELEMENTARY SCHOOL**

1. Materials

**A. Text: Teaching Reading and Writing In Elementary Classrooms, 1997.
Second Edition.**

Rebecca Barr and Barbara Johnson
Longman Publishers, New York, New York

B. Reading in the Elementary School Journal Notebook

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~~ **analyze** section of text, and for 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 which 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 class.
- Review a professional resource book and share findings with 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	Points
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

93-100 A

85-92 B

77-84 C

69-76 D

68 and below F

4. Administrative Requirements

A. Attendance:

University policy requires students to attend all class meetings of courses for which they are registered. If an emergency prevents attending, the instructor should be informed.

B. Incompletes:

Incompletes may be given if the student is unable to complete a portion of the work due to circumstances beyond their control. The incomplete contract must be signed by the student and the instructor. It will specify when the work must be completed. Usually the work must be completed in 90 days, if it is not the incomplete will revert to the grade the student would have earned that is specified on the incomplete form.

SYLLABUS: ED 415
TEACHING READING IN THE ELEMENTARY SCHOOL

- Week 1:**
August 30 **Introduction**
Orientation:
- **Preview Course Requirements**
 - **Preview Course Syllabus**
 - **Preview Textbook**
 - **Discuss Chapter 1 Developing Readers and Writers**
- Assignments:**
- **Read Preface and Chapters 1 & 2**
- Week 2:**
September 6 **Discuss Chapter 1 & 2**
- **Developing Readers and Writers**
 - **The Role of Whole Language in a Balanced Literacy Program**
- Assignments:**
- **Personal reading autobiography**
 - **Read Chapter 3**
- Week 3:**
September 13 **Discuss Chapter 3**
- **Knowledge of Print : Its Development and Instructional Support**
- Due: Personal reading autobiography**
- Assignments:**
- **Read Chapter 4**
- Week 4:**
September 20 **Discuss Chapter 4**
- **Prior Knowledge, Vocabulary, and Purpose Setting**
- Presentations: Reports on Strategies to Teach Vocabulary**
- Assignments:**
- **Read Chapter 5**
- Week 5:**
September 27 **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:
October 4

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:
October 11

Discuss Chapter 7

- Guiding ~~the Writing~~ Process

Presentations: Reports on Journal Articles

Due: Literacy Portfolio Review

Assignments:

- Read Chapter 8

Week 8:
October 18

Discuss Chapter 8

- Knowing and Using Children's and Adolescent Literature

Presentations: Reports on Strategies for Integrating Literature into Reading and Content Area Instruction

Assignments:

- Read Chapters 9 & 10

Week 9:
October 25

Discuss Chapters 9 & 10

- Published Programs for Teaching Reading and Writing
- Linking Instruction with Assessment

Due: Reading Journal (second review)

Presentations: Reports on Resources for Teaching Reading

Assignments:

- Read Chapter 11

Week 10:
November 1

Discuss Chapter 11

- Organizing Students for Literacy Instruction

Presentations: Reports on Independent Projects

Assignments:

- Read Chapter 12 & 13

Week 11:
November 8

Discuss Chapter 12 & 13

- Supporting Emergent Literacy
- Developing Literacy in the Primary Grades

Presentations: Reports on Independent Projects

Assignments:

- Read Chapter 14

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| Week 12:
November 15 | Discuss Chapter 14 <ul style="list-style-type: none"> • Developing Literacy in the Intermediate Grades Presentations: Reports on Strategies for Teaching Study Skills
Assignments: <ul style="list-style-type: none"> • Read Chapter 15 |
| Week 13:
November 22 | Discuss Chapter 15 <ul style="list-style-type: none"> • Developing Literacy Across the Curriculum in Middle and Junior High Schools Due: Reading Journal (Third review)
Presentations: Reports on Strategies for Teaching Study Skills
Assignments: <ul style="list-style-type: none"> • Read Chapter 16 |
| Week 14:
November 29 | Discuss Chapter 16 <ul style="list-style-type: none"> • Communication and Professional Growth Presentations: Reports on Independent Projects
Assignments: <ul style="list-style-type: none"> • Literacy Portfolio Review |
| Week 15:
December 6 | <ul style="list-style-type: none"> • Class Review For Final • Literacy Portfolio Review Presentations: Complete All Presentations |
| Week 16:
December 13 | <ul style="list-style-type: none"> • Final Exam • Course Evaluations |

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

Office Hours: Kieffer Hall Cubicle P
 Mon. 1:00-3:00 p.m.
 Tues. & Thurs. 3:00-5:00 p.m.
 Others by Appointment