

**Chaminade University of Honolulu
ED 415 Teaching Reading in the Elementary School Spring, 2002
Dr. Margaret A. Donovan
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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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Spring, 2002
Wednesday 1:00-4:00
Eiben Hall 207

COURSE REQUIREMENTS: ED 415
TEACHING READING IN THE ELEMENTARY SCHOOL

1. Materials

- A. Text: Literacy for the 21st Century: A Balanced Approach, 2001.
Second Edition.
Gail E. Tompkins
Merrill Prentice Hall Publishers, Upper Saddle River, New Jersey
- 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, or a summary of the chapter, and lessons observed in O&P **classrooms**. (Journal entry **required** for every O&P session and for every class session or chapter in the text).
- 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 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 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. (Written report 3-5 pages)
- Review a professional resource book and share findings with class. (Written report 1-3 pages)
- Review, evaluate and report to the class on an instructional approach to teach study skills in a specific content area. (Written report 3-5 pages)
- Review, evaluate and report to class on an instructional approach to break the alphabetic code. (Written report 3-5 pages)
- Independent Project (Prior approval required)

3. Grading

Basic Learning Experiences	Points
Attendance and participation in each class	20
Reading Journal	1
Observation and Participation	15
Personal Reading Autobiography	5
Literacy Portfolio	15
Final Exam	20

Selected Learning Experiences*

Report on instructional approach to teach vocabulary	5
Report on instructional approach to teach comprehension	
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.	!
Report on instructional approach to break the alphabetic code.	5
Independent Project (Prior approval required)	5

* Choose three of the eight 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: Jan. 16	Introduction Orientation: <ul style="list-style-type: none">• Preview Course Requirements• Preview Course Syllabus• Preview Textbook Assignments: <ul style="list-style-type: none">• Read Preface and Chapter 1
Week 2: Jan. 23	Discuss Chapter 1 <ul style="list-style-type: none">• Becoming An Effective Teacher of Reading Assignments: <ul style="list-style-type: none">• Personal reading autobiography• Read Chapter 2
Week 3: Jan.30	Discuss Chapter 2 <ul style="list-style-type: none">• Teaching the Reading and Writing Processes Due: Personal reading autobiography Assignments: <ul style="list-style-type: none">• Read Chapter 3
Week 4: Feb.6	Discuss Chapter 3 <ul style="list-style-type: none">• Assessing Students' Literacy Development Presentations: Reports on Journal Articles Assignments: <ul style="list-style-type: none">• Read Chapters 4 & 5
Week 5: Feb. 13	Discuss Chapters 4 & 5 <ul style="list-style-type: none">• Working With Emergent Readers and Writers• Breaking the Alphabetic Code Presentations: Reports on Strategies to Break the Alphabetic Code Due: Reading Journal (first review) Assignments: <ul style="list-style-type: none">• Read Chapters 6 & 7

Week 6: Feb. 20	<p>Discuss Chapter 6 & 7</p> <ul style="list-style-type: none"> • Developing Fluent Readers and Writers • Learning about the Meanings of Words <p>Presentations: Reports on Strategies to Teach Vocabulary</p> <p>Assignments: Read Chapter 8</p>
Week 7: Feb. 27	<p>Discuss Chapter 8</p> <ul style="list-style-type: none"> • Facilitating Students' Comprehension <p>Presentations: Reports on Strategies to Teach Comprehension</p> <p>Due: Literacy Portfolio Review</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read Chapter 9
Week 8: March 6	<p>Discuss Chapter 9</p> <ul style="list-style-type: none"> • Becoming Familiar with the Structure of Text <p>Presentations: Reports on Resources for Teaching Reading</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read Chapters 10
Week 9: March 13	<p>Discuss Chapters 10</p> <ul style="list-style-type: none"> • Literature Focus units <p>Due: Reading Journal (second review)</p> <p>Presentations: Reports on Using Literature to Teach Reading</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read Chapter 11
Week 10: March 20	<p>Discuss Chapter 11</p> <ul style="list-style-type: none"> • Literature Circles <p>Presentations: Reports on Independent Projects</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read Chapter 1 2
Week 11: April 3	<p>Discuss Chapter 12</p> <ul style="list-style-type: none"> • Reading and Writing Workshop <p>Presentations: Reports on Independent Project</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read Chapter 13

- Week 12:
April 10 Discuss Chapter 13
 • Basal Reading Textbook
 Presentations: Reports on Strategies for Teaching Study Skills
 Assignments:
 • Complete Literacy Portfolios
- Week 13:
April 17 Discuss Chapter 14
 - Reading and Writing in the Content Areas
 Due: Due: Reading Journals Final Review
 Presentations: Complete all Presentations
 Assignments:
 Complete Literacy Portfolios
- Week 14:
April 24 Discuss Literacy **Portfolios**
 - Compendium of Instructional Processes
 Due: Literacy Portfolio
 Assignments:
 Review for Final
- Week 15:
May 1 • Final Exam
 • Course Evaluations

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

Office Hours: Kieffer Hall Cubicle P
Tues. & Thurs. 2:00-5:00 p.m.
Others by Appointment
Chaminade Phone 735-4833