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Chaminade University of Honolulu  
ED 415 Teaching Reading in the Elementary School Fall, 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 text comprehension, writing, fluency, 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.



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 teach phonemic awareness, phonics, or structural analysis. ( 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	10
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	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
Report on instructional approach to teach phonemic awareness, phonics or structural analysis.	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.

**5. Administrative Warning****Plagiarism is a serious offense.**

Plagiarism is the offering of work of another as one's own and may include but is not limited to the following;

- Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of the text is always mandatory.
- Paraphrasing the work of another without proper author acknowledgment.
- Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file or other assignment that has been prepared by another individual.



SYLLABUS: ED 415  
TEACHING READING IN THE ELEMENTARY SCHOOL

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Week 1: Aug. 28	Introduction Orientation: <ul style="list-style-type: none"><li>• Preview Course Requirements</li><li>• Preview Course Syllabus</li><li>• Preview Textbook</li></ul> Assignments: <ul style="list-style-type: none"><li>• Read Preface and Chapter 1</li></ul>
Week 2: Sept. 4	Discuss Chapter 1 <ul style="list-style-type: none"><li>• Becoming An Effective Teacher of Reading</li></ul> Assignments: <ul style="list-style-type: none"><li>• Personal reading autobiography</li><li>• Read Chapter 2</li></ul>
Week 3: Sept. 11	Discuss Chapter 2 <ul style="list-style-type: none"><li>• Teaching the Reading and Writing Processes</li></ul> Due: Personal reading autobiography Assignments: <ul style="list-style-type: none"><li>• Read Chapter 3</li></ul>
Week 4: Sept. 18	Discuss Chapter 3 <ul style="list-style-type: none"><li>• Assessing Students' Literacy Development</li></ul> Presentations: Reports on Journal Articles Assignments: <ul style="list-style-type: none"><li>• Read Chapters 4 &amp; 5</li></ul>
Week 5: Sept. 25	Discuss Chapters 4 & 5 <ul style="list-style-type: none"><li>• Working With Emergent Readers and Writers</li><li>• Breaking the Alphabetic Code</li></ul> Presentations: Reports on Strategies to teach phonemic awareness, phonics, or structural analysis. Due : Reading Journal ( first review) Assignments: <ul style="list-style-type: none"><li>• Read Chapters 6 &amp; 7</li></ul>

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Week 6: Oct. 2	<p>Discuss Chapter 6 &amp; 7</p> <ul style="list-style-type: none"> <li>• Developing Fluent Readers and Writer</li> <li>• Learning about the Meanings of Words</li> </ul> <p>Presentations: Reports on Strategies to Teach Vocabulary</p> <p>Assignments: Read Chapter 8</p>
Week 7: Oct. 9	<p>Discuss Chapter 8</p> <ul style="list-style-type: none"> <li>• Facilitating Students' Comprehension</li> </ul> <p>Presentations: Reports on Strategies to Teach Comprehension</p> <p>Due: Literacy Portfolio Review</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Read Chapter 9</li> </ul>
Week 8: Oct. 16	<p>Discuss Chapter 9</p> <ul style="list-style-type: none"> <li>• Becoming Familiar with the Structure of Text</li> </ul> <p>Presentations: Reports on Resources for Teaching Reading</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Read Chapters 10</li> </ul>
Week 9: Oct. 23	<p>Discuss Chapters 10</p> <ul style="list-style-type: none"> <li>• Literature Focus units</li> </ul> <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"> <li>• Read Chapter 11</li> </ul>
Week 10: Oct. 30	<p>Discuss Chapter 11</p> <ul style="list-style-type: none"> <li>• Literature Circles</li> </ul> <p>Presentations: Reports on Independent Projects</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Read Chapter 12</li> </ul>
Week 11: Nov. 6	<p>Discuss Chapter 12</p> <ul style="list-style-type: none"> <li>• Reading and Writing Workshop</li> </ul> <p>Presentations: Reports on Independent Project</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Read Chapter 13</li> </ul>



Week 12:  
Nov. 13      Discuss Chapter 13  
                 • Basal Reading Textbook  
Presentations: Reports on Strategies for Teaching Study Skills  
Assignments:  
                 • Complete Literacy Portfolios

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Week 13:  
Nov. 20      Discuss Chapter 14  
                 • Reading and Writing in the Content Areas  
Due: Due: Reading Journals Final Review  
Presentations: Complete all Presentations  
Assignments:  
                 • Complete Literacy Portfolios

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Week 14:  
Nov. 27      Discuss Literacy Portfolios  
                 • Compendium of Instructional Processes  
Due: Literacy Portfolio  
Assignments:  
                 • Review for Final

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Week 15:  
Dec. 4      • Final Exam  
                 • Course Evaluations

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

Office Hours: Education Building, Room 117  
Tues. & Thurs. 2:00-5:00 p.m.  
Others by Appointment  
Chaminade Phone 735-4833