Professional Education Unit
Early Childhood, Elementary, and Special Education Department

READING FOR EARLY ELEMENTARY TEACHERS (Face-to-Face)
EDEE 331 – 092
Monday 6:00 – 8:40
Spring, 2011

Instructor: **Jennifer C. McCain, Ed.D.**
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Office Hours: **Monday: 12:00-4:00pm**
Thursday: 9:00-11:30am

COURSE DESCRIPTION: Material and methods of teaching basic reading skills in grades P-5. Students are taught how to teach subskills of reading readiness, vocabulary development, comprehension, and study skills. Assessment and interpretation of reading abilities will be utilize in designing classroom instruction. Field experiences in P-5 are an integral part of this course.
Prerequisites: EDEM 330. Co-requisites: EDEE 322 and EDEE 323.

REQUIRED FIELD EXPERIENCE HOURS: [Level III Field Hours] Candidates must successfully complete a minimum of 15 hours of participation experiences in a P-5 school setting. This experience will include a high frequency word assessment and the teaching of four KTIP lessons to small groups of students.

CONCEPTUAL FRAMEWORK:

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

CONCEPTUAL FRAMEWORK OUTCOMES (CFO's):

1. Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to "whole" student learning in education settings.

2. Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.

3. Demonstrate professional dispositions.

4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5. Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

STUDENT LEARNING OUTCOMES (SLO's): By the end of this course:

1. The candidate will gain increased understanding of the complex reading process and the related instructional practices for P-5 classrooms.

2. The candidate will gain experience in integrating developmentally appropriate techniques and materials for building vocabulary, developing word recognition and comprehension strategies (including critical and creative thinking), and integrating the curriculum in P-5 classrooms.

3. The candidate will gain understanding and experience in applying authentic and alternative forms of assessment of student progress in the reading curriculum.

4. The candidate will modify instruction for diverse populations of students.

5. The candidate will select and use various types of resources and technology for reading instruction.

6. The candidate will participate in various cooperative learning structures and active learning strategies appropriate for use in the classroom.

7. The candidate will reflect and complete self-assessment.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

	Program: Elementary (P-5) EDEE 331 Reading for Early Elementary Teachers				
Aligned with → **Assessment (point values) ↓**	**Kentucky Teacher Standards (KYS)**	**Kentucky Core Academic Standards (KCAS) Eng./Lang. Arts**	**Education Professional Standards Board (EPSB)**	**NCATE**	**International Reading Association (IRA)**
Attendance (90) CFO: 1, 3, 4 SLO: 1-7	7, 8	N/A	N/A	N/A	N/A
Chapter Reflections (50) CFO: 1, 4 SLO: 1, 3, 5	1, 7	Reading Anchor Standards: 1, 2, 3, 4, 5, 6, 7, 8, 10	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 4	1, 2, 3, 4
e-Lit. Circle. Participation & Self-Evals. (20) CFO: 1, 3, 4 SLO: 1, 2, 3, 4, 5, 6, 7	1, 4, 7, 8	Reading Anchor Standards: 1, 2, 3, 4, 5, 6, 9	Diversity, Literacy, Closing the Achievement Gap	1, 4	1, 2, 4, 5
Book Fair (20) CFO: 1, 3, 4 SLO: 1, 2, 3, 7	1, 7	Reading Anchor Standards: 1, 2, 3, 4, 5, 6, 9	Literacy, Diversity	1, 4	1, 2, 4
Book Circus (50) CFO: 1, 4 SLO: 1, 2, 3, 4, 5, 6	1, 2, 3, 4, 8	Reading Anchor Standards: 1, 2, 3, 7	Diversity, Literacy, Closing the Achievement Gap	1, 4	1, 2, 3, 4, 5
Reader's Theatre (20) CFO: 1, 3, 4 SLO: 1, 2, 3, 4, 5, 6, 7	1, 4, 7, 8	Reading Anchor Standards: 1, 2, 3, 4, 5, 6, 9	Diversity, Literacy, Closing the Achievement Gap	1, 4	1, 2, 4, 5
Field Experience Hours (200) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 6, 7, 8, 9	Reading Anchor Standards: 1, 3, 4, 5, 6, 7	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 3, 4	1, 2, 3, 4, 5
2 KTIP Lesson Plans (60 each) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8, 9	Reading Anchor Standards: 1, 3, 4, 5, 6, 7	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 3, 4	1, 2, 3, 4, 5,

TPA Lesson Plan (60) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8, 9	Reading Anchor Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 3, 4	1, 2, 3, 4, 5,

COURSE EVALUATION:

ASSIGNMENT	DESCRIPTION	POINT VALUE
Attendance and Participation	Demonstrate professional dispositions & participate in class activities	90
Chapter Reflections	Use course content to reflect on best teaching practices	50
e-Literature circle Participation & Self-Evaluation	Participate in & reflect upon the literature circles experience	20
Field Experience Hours	Complete 15 documented hours in a P-5 classroom	200
Book Circus	Design activities for one book	50
2 KTIP Lesson Plans	Construct & teach two KTIP lesson plans in field classroom	120
TPA Lesson Plan	Construct & teach one KTIP lesson plan as part of the Mini-TPA	60
Book Fair	Demonstrate knowledge of elementary reading best practices	100
Reader's Theatre	Demonstrate knowledge of one of elementary reading best practices	20
TOTAL POSSIBLE POINTS		**710**

GRADING SCALE:

PERCENTAGE	LETTER GRADE
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	E

REQUIRED TEXTBOOKS:

Tompkins, G. E. (2010). *Literacy for the 21st century* (5th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.

Tompkins, G. E. (2009). *50 literacy strategies: Step by step* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.

5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

QUALITY OF WORK:
All work will be evaluated considering the quality of the assignment, AS WELL AS, the quality of the writing. Mechanics, usage, grammar, and spelling will be part of the evaluation. NO CREDIT WILL BE EARNED FOR WORK THAT IS NOT ORIGINAL OR ATTRIBUTED CORRECTLY.

ATTENDANCE POLICY:
Attendance is your responsibility. You are expected to attend every class, arrive promptly, come prepared, and participate. Attendance points will be a part of your class grade.

Attendance points will be deducted if you arrive more than 15 minutes late for class or leave more than 15 minutes prior to dismissal time.

Missing more than two classes will lower your letter grade one letter.

ACADEMIC HONESTY:
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

AMERICANS WITH DISABILITIES ACT (ADA):
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

CAMPUS SAFETY STATEMENT:
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

ASSIGNMENT DESCRIPTIONS:

A. ATTENDANCE
It is expected that you will attend every class. See Attendance Policy above.
(10 pts./9 classes for attendance = 90 pts.)

B. REFLECTIONS (50pts)
Five reflections will be assigned on various readings throughout the semester.

C. e-LITERATURE CIRCLE (20 pts)
As a class, we will read Number the Stars by Lois Lowry. During the semester you will be required to keep up with the reading. At some point you will need to post a question to Blackboard appropriate to your particular role in the circle. Then, over the course of the semester you will be asked to respond to 5 questions. You will be assigned a group and a role.

DO NOT READ AHEAD IN ANY OF YOUR LITERATURE CIRCLE READING ASSIGNMENTS. It makes "here and now" discussions difficult if you already know "where" the book is going.

D. FIELD EXPERIENCE ASSIGNMENTS AND LESSON PLANS (200 pts)

1. Candidates must successfully complete a minimum of **15 hours** of participation experiences.

2. Time in field classroom:
   a. **Two hours of observation**
   b. **13 hours of teaching**
      1.) **Two lessons** must be taught from the following list using the KTIP lesson plan format included in the syllabus. Different strategies must be used with each of the two lessons. THESE LESSON PLANS WILL BE SUBMITTED TO THE INSTRUCTOR.
      2.) **One more reading lesson** using the KTIP lesson plan format will be taught as a part of your Mini TPA. Choose a reading strategy you did not use in your previous reading lesson plans. Your choice of strategy should work well with the social studies concept in your unit.
      3). **The remaining lessons** taught during your field hours should be taught using strategies of your choice. You might want to choose them from *50 Literacy Strategies: Step By S*tep. (These lesson plans do not have to be turned in to the instructor.)
3. Your fieldwork will be evaluated by 50% completion with the submission of log sheet and 50% evaluation from the classroom teacher using the evaluation form provided. You must meet all standards to receive credit for the fieldwork.

E. MINI-TPA LESSON PLANS (60 pts)

You will be writing a Mini-TPA (Teacher Performance Assessment) in your social studies methods class. This is a **three lesson unit** which focuses on a **social studies topic**.

1. Each of the three lessons for the unit will be written using the KTIP lesson plan format.
2. One of the three lessons will use a **reading strategy** to teach the social studies material. (60 points)
3. Another lesson will focus on **writing** using the social studies topic.
4. One lesson will focus on either the **geographic**, **historical**, or **economic** context appropriate to your unit topic.
5. Copies of the TPA are distributed as follows:
   a. Social Studies Professor gets the **entire unit**.
   b. A copy of your **reading lesson plan** is given to your reading methods instructor.
   c. A copy of the **writing lesson plan** is given to your language arts methods instructor.
6. EXAMPLE:
   I might construct my TPA unit on the Vietnam War (for a 5th grade class). My social studies lesson could focus on the historical context of the War. My reading lesson could include reading the book *The Wall* by Eve Bunting, having a discussion focusing on why war memorials (especially the Vietnam Veterans Memorial) are constructed, and addressing how different generations might view a memorial differently. My writing lesson could include the class brainstorming words that describe the tone/mood of a country facing the Vietnam War. Students would then write two paragraphs describing how a child (the age of the student) might feel about the television nightly news coverage of the War.

F. BOOK CIRCUS (50 pts)

You will be required to design 5 reading activities to be performed at separate centers that all cover one book. Each activity is a center activity and should include a student product.

G. BOOK FAIR (20 pts)

You will be required to present your favorite book to the class in a creative way. You may use posterboard, technology or any other design vehicle you choose.

H. READER'S THEATRE (20 pts)

You will perform a book with a group of no more than 4. More details to come.

TENTATIVE COURSE CALENDAR:

Date	Topic	Readings	Assignments Due
Jan 18	Syllabus; Teaching Reading Effectively; Strategies	Ch 1, Ch 2 pp. 38-52,65-67	
Jan 25	Assessing Reading; Strategies; Surveys	Ch 3 pp. 70-91, 95-100, Ch 4	Chapter reflection #1
Feb 1	Alphabetic Code; Strategies	Ch 5	Chapter reflection #2
Feb 8	Fluency; Strategies	Ch 6	Book Fair Chapter reflection #3
Feb 15	FIELDWORK		
Feb 22	FIELDWORK		Lesson #1
Feb 29	FIELDWORK		
Mar 7	FIELDWORK		Lesson #2
Mar 14	FIELDWORK		
Mar 21	**SPRING BREAK**	**SPRING BREAK**	**SPRING BREAK**
Mar 28	FIELDWORK		Lesson #3 (TPA)
Apr 4	Words; Strategies; Readers Theatre; Reader Factors; Strategies	Ch 7, Ch 8	
Apr 11	Text Factors; Strategies; Literature Circle	Ch 9	Reader's Theatre
Apr 18	Organizing for Instruction; Strategies; Literature Circle	Ch 10 pp. 320-349	Chapter reflection #4
Apr 25	Differentiating reading and writing; Strategies; Literature Circle	Ch 11	Chapter reflection #5
May 2	Content reading; Strategies: Literature Circle	Ch 12	
May 9	Presentations of Book Circus		Book Circus due

EDEE 331 READING FOR EARLY ELEMENTARY TEACHERS BIBLIOGRAPHY

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Zambo, D. (2005). Using the picture book: *Thank You Mr. Falker* to understand struggling readers. *Journal of Adolescent and Adult Literacy, 48*(6), 502-512.

Student Name: _____

Teacher Name: _____

School: _____

FIELD OBSERVATION		
Date	**Time**	**Teacher's Signature**