The University of Mississippi
Department of Curriculum and Instruction
Spring 2011
Section 1 – Oxford Campus – T Th 11:00 am – 12:15 pm

COURSE: EDRD 400 – Reading Instruction in the Elementary School (3 hours).
Methods and materials for teaching vocabulary, fluency, comprehension, and content-area literacy.
Management of instruction, learners, and the schedule for the reading program.
Prerequisites: EDRD 355, Admission into Teacher Education Program

Instructors:
  Office:
  Phone:
  Email:
  Office Hours

I.   SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Educators as Reflective Professionals
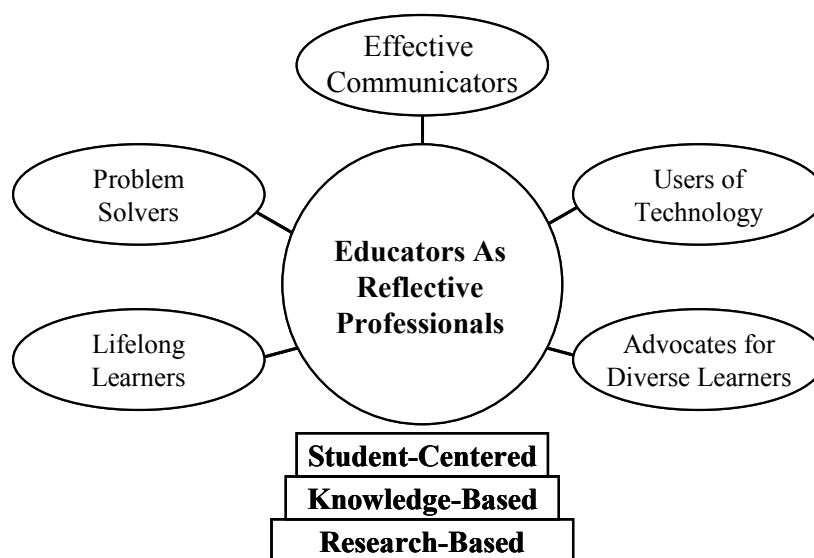
A. Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes/Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (m)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
5. **Advocates for diverse** learners who appreciate, promote, and model the values of diversity. (M)

II. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

T – Thinking and problem solving (M)
E – Equality and respect for diversity (M)
A – Appropriate teaching strategies (M)
C – Communication and cooperation (M)
H – Human development and curriculum (M)
E – Esteem, autonomy, and lifelong learning (M)
R – Relevance: Social and global (M)
S – Supervision, management, and guidance (M)

III. REFERENCES

A. Primary Text(s)

McLaughlin, M. (2010). *Content area reading: Teaching and learning in an age of multiple literacies*. Boston, MA: Pearson.

B. Supplemental Texts

Novel for Literature Circle Assignment-Candidate's Choice

Mississippi Language Arts Framework (2006). Mississippi State Department of Education.
Find at the following link
http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/frameworks.html

Chapter 1 of *Strategies That Work* by Stephanie Harvey and Ann Gouvdis
Can be read online at the following link. Will load on computer as a PDF-read only file. The file cannot be saved or printed.
http://www.stenhouse.com/shop/pc/viewPrd.asp?idcategory=0&idproduct=310#toc

The National Institute for Literacy. (2007). What Content-Area Teachers Should Know About Adolescent Literacy. Washington, DC: The National Institute for Literacy, The National Institute for Child Health and Human Development (NICHD), The U.S. Department of Education's Office for Vocational and Adult Education.
http://www.nifl.gov/publications/pdf/adolescent_literacy07.pdf

Isay, D. (Ed.). (2007). *Listening is act of love: A celebration of American life from the storycorps project*. New York, NY: Penguin Group.

One Book, One Community Website: http://www.olemiss.edu/oboc

IV. PURPOSE OF THE COURSE

The purpose of this course is to acquaint the undergraduate candidate with a wide variety of instructional strategies and procedures to implement a balanced, comprehensive literacy program. The course will focus on differentiating literacy instruction, using assessment to plan instruction, and emphasizing content area literacy. The overall goal of the course is to provide candidates with the concepts, methods, and most effective strategies in literacy instruction to make content learning meaningful and relevant for the student.

V. COURSE GOALS AND OBJECTIVES:

[INTASC = Interstate New Teacher Assessment and Support Consortium] [IRA = International Reading Association]

Candidates will be able to:

1. understand how the structure of the text will assist them in motivating, engaging, and teaching 21st century students (INTASC 2, 3, 7) (IRA 1.1, 1.2, 4.4)
   - A. define best practice and gain an understanding of the benefits of best practice
   - B. understand the role of "excellent" and "influential" teachers
   - C. define 'millenials" and gain an understanding of 21st-century students
   - D. recognize different learning styles

2. identify and integrate multiple forms of literacies into their teaching (INTASC 3, 4, 6) (IRA 1.4, 2.2, 2.3, 4.4)
   - A. describe literacy, multiple literacies, and new literacies
   - B. gain an understanding of how new literacies and technology are transforming learning in the 21st century
   - C. define adolescent literacy and content literacy
   - D. understand the importance of explicit teaching of comprehension strategies, motivation, collaboration, and writing in content area classes
   - E. define critical literacy, gain an understanding of how to incorporate information literacy into content area classes
   - F. define information literacy, and understand how to incorporate information literacy into content area classes
   - G. define media literacy and understand the importance of critically analyzing media sources
   - H. gain an understanding of the seven principals of media literacy as well as the 3 Rs: review, reflect, react
   - I. explain the proponents of multicultural literature and understand how to foster a positive multicultural environment in their classroom

3. understand how standards-based teaching and high-stakes testing impacts teaching (INTASC 2, 3, 8) (IRA 3.1, 3.2, 3.3, 3.4)
   - A. understand the history of the standards-based movement
   - B. define academic standards and gain an understanding of how academic standards are created
   - C. recognize the importance of Technology, Language Arts, and TESOL standards in content area
   - D. understand both the positive and the negative viewpoints surrounding academic standards
   - E. recognize the role standards have in classroom teaching and how standards shape the curriculum
   - F. gain knowledge on how to incorporate standards into lesson plans

G. define high stakes assessment and describe its uses
H. explain the benefits and drawbacks of high-stakes assessments
I. recognize how high stakes assessments impact daily teaching
J. describe the role of motivation in high-stakes testing

4. understand how to help their students comprehend text using explicit before reading comprehension Strategies (INTASC 1, 4, 5, 7) (IRA 1.1, 1.2, 2.1, 2.3, 4.1, 4.3, 4.4)
   A. understand that reading is a social constructivist process
   B. gain an understanding of how readers create meaning and interact with text
   C. understand how the teacher, the reader, and quality contexts combine to foster comprehension
   D. understand the role of motivation in comprehending text
   E. recognize the importance of activating prior knowledge, vocabulary, responding to text, and comprehension strategies in student learning
   F. identify different types of comprehension strategies
   G. become familiar with the Guided Comprehension Model for teaching comprehension strategies
   H. define previewing and making connections
   I. gain knowledge about using Previewing and Making connections comprehension strategy

5. understand how to help their students comprehend text using explicit during reading comprehension Strategies (INTASC 4, 5, 7) (IRA 2.1, 2.3, 4.2, 4.3, 4.4)
   A. understand the importance of using reading comprehension strategies during reading
   B. define self-questioning
   C. understand how self-questioning contributes to reading comprehension
   D. define monitoring/clarifying
   E. gain an understanding of how monitoring/clarifying contributes to reading comprehension
   F. define visualization
   G. understand how visualization contributes to reading comprehension

6. understand how to help their students comprehend text using explicit after reading comprehension strategies as well as how to identify supports for teaching reading comprehension strategies (INTASC 2, 4, 5, 7, 9, 10) (IRA 2.1, 2.3, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4)
   A. understand the importance of using reading comprehension strategies after reading
   B. define summarizing
   C. understand how summarizing contributes to reading comprehension
   D. define evaluating
   E. understand the component of evaluating
   F. gain an understanding of how evaluating contributes to reading comprehension
   G. recognize the need for the teaching of explicit reading comprehension strategies in middle school and high school
   H. be able to identify other professionals within their school to assist them in the teaching of reading comprehension strategies

7. understand how to help their students comprehend text using explicit vocabulary instruction, context clues, and incidental vocabulary learning (INTASC 1, 2, 4, 7) (IRA 1.2, 1.4)
   A. understand the relationship between vocabulary and comprehension
   B. gain an understanding of student needs and comfort in regards to speaking about, reading, and writing vocabulary
   C. understand how to engage students in understanding words and vocabulary strategies
   D. understand how the usage of Literacy Histories and Content Inventories can drive their vocabulary instruction

E. understand how to develop student vocabularies through explicit strategy instruction, context clues, and incidental vocabulary learning
F. gain an understanding of how the knowledge of word structure contributes to the learning of vocabulary and comprehension
G. understand how student-selected vocabulary strategies contribute to the learning of vocabulary and comprehension
H. understand the ten guidelines for effective vocabulary instruction

8. understand how to use flexible grouping, multiple texts, and reading strategies to help their students navigate and comprehend textbooks (INTASC 2, 3, 5, 7) (IRA 1.2, 1.4, 2.1, 2.2, 2.3, 4.2)
    A. understanding the process of engaging, guiding, and extending student thinking
    B. gain an understanding of how to differentiate content, process, and student product
    C. learn how to determine readability and evaluate a content area textbook
    D. understand the importance of generating questions
    E. identify Ciardiello's four levels of questioning
    F. identify text structure and signal words in informational text
    G. understand the SQ4R strategy

9. understand how to prepare to teach English learners strategies for comprehension and vocabulary in the content areas (INTASC 2, 3, 5, 7, 10) (IRA 1.3, 2.2, 4.2, 5.2)
    A. understand how the diverse backgrounds of English learners affect the construction of their knowledge
    B. gain an understanding of how to appreciate and promote positive viewpoints of diversity
    C. learn how to work collaboratively with other professionals to support English language learners
    D. understand to concepts of scaffold teaching and think-alouds
    E. define sheltered instruction
    F. gain an understanding of the SIOP Model and related instructional techniques
    G. understand how to create accessible texts
    H. understand how before, during, and after reading teaching ideas can contribute to English learners' comprehension skills
    I. understand the guidelines and techniques for selecting and teaching academic vocabulary to English learners
    J. gain an understanding of the importance of read-alouds for the development of English learners' vocabulary
    K. understand the importance of teaching both functional and academic vocabulary to English learners
    L. understand the principals that promote effective teaching of English learners

10. understand how writing can increase comprehension in the content areas (INTASC 1, 6, 7) (IRA 2.3, 4.1, 4.3)
    A. gain an understanding of the role of writing to learn in the content areas
    B. understand how informal writing exposes students' prior experiences and prior knowledge in the content areas
    C. understand how informal writing reveals student thoughts and helps students create and solve problems in the content areas
    D. understand how informal writing can assist students with study skills and summary writing
    E. understand how informal writing is assessed for content with praise and suggestions
    F. gain an understanding of how to use formal persuasive writing in the content areas
    G. understand how to use formal inquiry-based writing in the content areas
    H. gain an understanding of the recursive writing process
    I. understand the seven effective writing guidelines

11. understand how to integrate technology into content area lessons (INTASC 7, 6) (IRA 2.1, 2.2, 3.1, 4.2)
    A. gain understanding of the benefits of using technology in content area classrooms
    B. understand the challenges of online reading text
    C. define new literacies
    D. gain an understanding of the steps used for Internet-related projects
    E. understand the guidelines for integrating technology
    F. define and understand Internet Workshop, Internet Project, and Internet Inquiry
    G. define and understand WebQuests
    H. gain an understanding of how to use Internet tools to facilitate online learning

12. understand how to engage students by using inquiry-based learning (INTASC 1, 6) (IRA 1.4, 2.1)
    A. define inquiry-based learning
    B. understanding the five steps of inquiry-based learning
    C. understand the motivational factors that characterize inquiry-based learning
    D. define problem-based learning
    E. understand the four stages of problem-based learning
    F. understand the guidelines of problem-based learning
    G. define project-based learning
    H. understand the guidelines of project-based learning
    I. gain an understanding of how and when to use checklist and rubrics or scoring guides while assessing inquiry-based learning projects

13. understand how to engage students by using creative models of representation (INTASC 2, 4, 5) (IRA 1.3, 2.3, 4.3, 4.4)
    A. understand Eisner's five principles of understanding forms of representation
    B. understand the different modes of representation
    C. gain an understanding of the benefits of poetry in the content areas
    D. understand how poetry can be used to motivate and encourage learning
    E. gain an understanding of the benefits of drama in the content areas
    F. gain an understanding of the benefits of drama in the classroom
    G. understand how drama can be used to promote active learning and accommodate students' learning styles
    H. gain an understanding of the benefits of music in the content areas
    I. understand how music can be used as a fun and creative way to express student thinking
    J. gain an understanding of the benefits of art in the content areas
    K. understand how art can provide students different options for sharing their learning

14. understand the types and importance of assessment and evaluation (INTASC 2, 3, 8) (IRA 3.1, 3.2, 3.3, 3.4)
    A. understand the terminology of assessment
    B. gain an understanding of the characteristics of dynamic assessment
    C. describe forms of authentic assessment
    D. understand the reflective nature of assessment
    E. understand the importance of offering a variety of assessment choices
    F. gain an understanding of the guidelines for developing a classroom assessment plan
    G. understand when to use formative and summative assessments
    H. understand how to use observation, informal writing, and performance assessments as assessment tools
    I. understand how to create and use a rubric for grading

J.   understand the characteristics of assessment portfolios
K.   understand the five topics that facilitate the development of assessment systems

15. understand the importance of becoming lifelong learners through professional development
(INTASC 9, 10) (IRA 5.1, 5.2, 5.3, 5.4)
A.   gain an understanding of how to use time more effectively
B.   understand that our teaching is standards-based
C.   understand how to overcome the difference in teaching innovatively and what is being practiced in schools
D.   understand that innovative teaching methods can accommodate all learners
E.   gain an understanding of the importance of students being able to work independently
F.   understand the challenges of new teachers
G.   identify the characteristics of mentors
H.   identify the characteristics of mentees
I.   gain an understanding of the general guidelines for mentoring
J.   gain an understanding of the characteristic of professionals
K.   understand the importance of lifelong learning
L.   understand how to locate and use professional development resources

VI. COURSE OUTLINE

Topic/Topics	Assignments Due	Related Reading
Teaching in the 21st Century		Chapter 1
Teaching and Learning in an Age of Multiple Literacies		Chapter 2
Standards-Based Teaching and High-Stakes Assessments	Content Area Comprehension Lesson Plan	Chapter 3
Comprehending Content Area Text	Content Area Comprehension Lesson Plan	Chapter 4
Using Comprehension Strategies to Guide Thinking	Content Area Comprehension Lesson Plan	Chapter 5
Using Comprehension Strategies to Extend Thinking	Content Area Comprehension Lesson Plan	Chapter 6
Teaching Vocabulary in the Content Areas	Content Area Comprehension Lesson Plan Voc Instruction Lesson Plan	Chapter 7
Organizing for Teaching and Learning	Literature Circle Assignment,	Chapter 8
Teaching Culturally and Linguistically Diverse Students	Content Area Comprehension Lesson Plan Voc Instruction Lesson Plan	Chapter 9
Writing in the Content Areas	Literature Circle Assignment	Chapter 10
Using Technology in the Content Areas		Chapter 11
Inquiry: Key to Critical and Creative Thinking in the Content Areas	Content Area Comprehension Lesson Plan	Chapter 12
Poetry, Drama, Music, and Art: Alternative Representations of Thinking	Literature Circle Assignment	Chapter 13
Course-Based Assessment, Evaluation, and Reporting	Content Area Comprehension Lesson Plan	Chapter 14
Meeting Challenges and Continuing to Learn through Professional Development	Common Core Standards Overview	Chapter 15

VII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES

A. Course Requirements

	Points
Content Area Comprehension Partner Lesson Plan	160
Literature Circle Assignment	100
Vocabulary Lesson Plan Implementation	122
Exams (3 @100 points each)	300
Professionalism and Participation	25
TOTAL POINTS	**707**

B. Field Experience and Clinical Practice

This course requires a field-based experience of 5 hours. <u>Hours must be completed in Grades 4-6 and must be completed in five 1-hour sessions in a content area classroom (science, social studies, math). If enrolled in EDCI 353, then both field experience requirements will be completed in the same placement.</u>

C. Assessment Procedure

Rubrics, evaluation checklists, informal observation, and written exams will be used to determine candidate achievement of the course objectives listed under section VI. The total number of points possible for each assignment will be communicated at the time the assignment is made. **Late assignments will not be accepted. It is your responsibility to turn in your work to the instructor before or on the date the assignment is due.** Attendance is required in order to receive group activity credit. Grades will be computed by dividing the total number of points into the total points earned by the candidate. Letter grades will be determined using the following scale.

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A	92-100
B	83-91
C	74-82
D	65-73
F	64 and below

D. Instructional Strategies

The course will include lecture, class discussion, problem solving experiences, cooperative learning, hands-on experiences with technology, and application of knowledge, skills, and dispositions.

E. Attendance Policy

Attendance and participation in class are expected. **See Professionalism Policy.** Candidates are responsible for all material covered when absent.

F. Policies Related to Students (Candidates) with Disabilities

It is the responsibility of any candidate with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the candidate to the instructor of this class. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

VIII. SPECIAL CONSIDERATIONS

A. Recommended Reading List

See references in primary textbook.

B. Academic Integrity and Honesty
Candidates are expected to follow the honor code as outlined in the current <u>University of Mississippi M Book</u>.

C. Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

Correlation of Course Information

Goal/Objective	Activity	Assessment	Related INTASC	Related IRA
1/A-D	Class readings, Discussions	Exam	2, 3, 7	1.1, 1.2, 4.4
2/A-I	Class readings, Discussions	Exam	3, 4, 6	1.4, 2.2, 2.3
3/A-J	Class readings, Discussions	Exam, Content Area Comprehension Lesson Plan	2, 3, 8	3.1, 3.2, 3.3, 3.4
4/A-I	Class readings, Discussions, Strategic Thinking Video	Exam, Content Area Comprehension Lesson Plan	1, 4, 5, 7	1.1, 1.2, 2.1, 2.3, 4.1, 4.3, 4.4
5/A-G	Class readings, Discussions, Strategic Thinking Video	Exam, Content Area Comprehension Lesson Plan	4, 5, 7	2.1, 2.3, 4.2, 4.3, 4.4
6/A-H	Class readings, Discussions, Strategic Thinking Video	Exam, Content Area Comprehension Lesson Plan	2, 4, 5, 7, 9, 10	2.1, 2.3, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4
7/A-H	Class readings, Discussions, Vocabulary Video	Exam, Content Area Comprehension Lesson Plan Voc Instruction Lesson Plan	1, 2, 4, 7	1.2, 1.4
8/A-G	Class readings, Discussions, Literacy Work Stations Video	Exam, Literature Circle Assignment	2, 3, 5, 7	1.2, 1.4, 2.1, 2.2, 2.3, 4.2
9/A-L	Class readings, Discussions	Exam, Content Area Comprehension Lesson Plan Voc Instructio Lesson Plan	2, 3, 5, 7, 10	1.3, 2.2, 4.2, 5.2
10/A-I	Class readings, Discussions	Exam, Literature Circle Assignment	1, 6, 7	2.3, 4.1, 4.3
11/A-H	Class readings, Discussions	Exam	7, 6	2.1, 2.2, 3.1, 4.2
12/A-I	Class readings, Discussions	Exam, Content Area Comprehension Lesson Plan	1, 6	1.4, 2.1
13/A-K	Class readings, Discussions	Exam, Literature Circle Assignment	2, 4, 5	1.3, 2.3, 4.3, 4.4
14/A-K	Class readings, Discussions	Exam, Content Area Comprehension Lesson Plan	2, 3, 8	3.1, 3.2, 3.3, 3.4
15/A-L	Class readings, Discussions	Exam	9, 10	5.1, 5.2, 5.3, 5.4

International Reading Association (IRA) Standards For Reading Professionals

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
    - 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction
    - 1.2 Demonstrate knowledge of reading research and histories of reading
    - 1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity
    - 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading

2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
    - 2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.
    - 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds.
    - 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing

3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
    - 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal assessment strategies, including technology-based assessment tools
    - 3.2 Place students along a developmentally appropriate continuum and identify students' proficiencies and difficulties
    - 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds
    - 3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)

4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
    - 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program
    - 4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds
    - 4.3 Model reading and writing enthusiastically as valued lifelong activities
    - 4.4 Motivate learners to be lifelong readers

5. Candidates view professional development as a career-long effort and responsibility
    - 5.1 Display positive dispositions related to reading and the teaching of reading
    - 5.2 Continue to pursue the development of professional knowledge and dispositions
    - 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice
    - 5.4 Participate in, initiate, implement, and evaluate professional development programs.

Interstate New Teacher Assessment And Support Consortium (INTASC) Standards

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.