Standard 2: Early Reading

NCTQ requires evidence of coverage for all five of the components of effective reading instruction identified by the National Reading Panel: phonics, vocabulary, comprehension, phonemic awareness, fluency:

The Murray State University course REA 306 Literacy Development in the Elementary School meets NCTQ’s requirements of “two lectures and at least two assignments”.

The schedule of assignments for REA 306 Literacy Development in the Elementary School demonstrate that the NCTQ criteria was exceeded:

* 3 days are spent on the topic of phonics, with an assignment due soon after the lectures and the reading lesson assignment completed during the practicum at an elementary school.
* 2 days are spent on the topic of vocabulary (called morphemic analysis) with a textbook chapter and two articles as readings and the reading lesson assignment completed during the practicum at an elementary school.
* 4 days are spent on the topic of comprehension, with a comprehension lesson plan due at the end of the lectures and the assigned reading of two chapters in the textbook on the topic with a reading lesson development assignment completed during the practicum at an elementary school.
* 2 days are spent on the topic of phonemic awareness (called emergent literacy) with two textbook chapters and the instructor’s own article assigned as readings.
* 2 days are spent on the topic of fluency with one textbook chapter and two articles as reading assignments.

See evidence:

REA 306 course schedule, Spring 2013

REA 306 Designing shared reading lessons assignment

# REA 306TENTATIVE Course Schedule SPRING 2013

# *Practicum days are still tentative, so the calendar may change.*

# *The calendar on the Blackboard will be kept current.*

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| **Date Topics/What’s Due? Assignments:**What to do for next time. |
| ***NOTE: Foreach assigned reading, consult the study guide under Course Documents, and expect a quiz!*** |
| Mon., Jan. 14 | Intro to the class; syllabus and calendar |  |
| Wed., Jan. 16 | What is Reading? The cueing systemsPowerPoint: What is Reading? | Read *L21C* Chapter 1 (See study guide)  |
| Fri., Jan. 18 | What is Authentic Instruction? | Read article “Responding to Readers” (under Course Documents: Articles) |
| Mon., Jan. 21 | **NO CLASS – Martin Luther King Jr. Day** |  |
| Wed., Jan. 23 | What is reading? Responding to readers. | Create “What to do when I don’t know a word” poster |
| Fri., Jan. 25 | Reading Aloud & SSRPowerPoint: Motivating Readers | Read and study excerpts from The Read Aloud Handbook Chapter 1, 2, 4 and 5 <http://www.trelease-on-reading.com> (See study guide) |
| Mon., Jan. 28 | POSTER DUEBeginning reading: Word identification strategies, sight words | *L21C*  pp. 189-197, p. 134, pp. 443-435 |
| Wed., Jan. 30 | Beginning reading: Making reading easy, predictable books, innovations, Language Experience | Shared Reading articles |
| Friday, Feb. 1 | MEET AT MURRAY ELEM FOR STORYTELLING |  |
| Mon., Feb. 4 | Beginning reading: Context clues; Shared Reading |  |
| Wed., Feb. 6 | Beginning reading: Phonics | *L21C* pp. 155 -166 |
| Fri., Feb. 8 | Beginning reading: Phonics |  |
| Mon., Feb . 11 | Beginning reading: Phonics |  |
| Wed., Feb. 13 | Morphemic analysis | *L21C* pp. 201-205; Article: “Building Vocabulary through Morphemes:Using Word Parts to Unlock Meaning” |
| Fri., Feb. 15 | Morphemic analysis | Article: “Teaching Word Parts with Kidspiration” |
| Mon., Feb. 18 | **EXAM** |  |
| Wed., Feb. 20 | Creating Shared Reading Lesson Plans | Work on Shared Reading Lesson Plan |
| Fri., Feb. 22 | Creating Shared Reading Lesson Plans | Work on Shared Reading Lesson Plan |
| Mon., Feb. 25 | Preparing for the Practicum | Work on practicum lesson plans |
| Wed., Feb. 27 | **Shared Reading Lesson Plan due** | Work on practicum lesson plans |
| Fri., Mar. 1 | WORK DAY | Work on practicum lesson plans |
| Mon., Mar. 4, 6, 8, 11, 13, 15 | **PRACTICUM** |  |
| Mar. 18-22 | **SPRING BREAK** |  |
| Mon., Mar.25 | Comprehension  | Article: “The Comprehension Matrix” |
| Wed., Mar. 27 | Comprehension | *L21C* Chapter 8 |
| Fri., Mar. 29 | Comprehension | *L21C* Chapter 9 |
| Mon., Apr. 1 | Comprehension |  |
| Wed., Apr. 3 | **Comprehension Lesson Plan due**Fluency | *L21C* pp. 206-217Article “Why Reading Fluency Should be Hot!” and article “Implementing Readers Theatre as an Approach to Classroom Reading Instruction” |
| Fri., Apr. 5 | Fluency | Article “Putting the Fun Back into Fluency Instruction” and “Building Fluency Through the Phrased Text Lesson” |
| Mon., Apr. 8, 10, 12, 15, 17, 19 | **PRACTICUM** |  |
| Mon., Apr. 22 | Emergent literacy | Read about Emergent Literacy in *L21C*Chapter 4  |
| Wed., Apr. 24 | Emergent literacy | Read about Phonemic Awareness in *L21C* Chapter 5 (pp. 146-155) Read Sharon Gill’s Emergent Literacy Track at <http://trackstar.4teachers.org/trackstar/> (Enter “Sharon Gill” under Author Search and find the Emergent Literacy track.) |
| Fri., Apr. 26 | Organizing your reading classroom | Write Brochure. |
| Mon., Apr. 29 | Organizing your reading classroom | *L21C* Chapters 1 and 10; Study for FINAL! |
| Wed., May 1 | MEET AT MURRAY ELEMENTARY FOR PUPPET PLAYS | Study for FINAL! |
| Fri., May 3 | **BROCHURE DUE on LIVETEXT**REVIEW | Study for FINAL! |
| FINAL EXAM |  |  |

## REA 306 – Designing Shared Reading Lessons

### Designing a lesson.

1. Choose a big book, poem, or other text for shared reading.
2. Decide what word recognition strategies you could teach with the text (sight words, context clues, phonics, morphemic analysis).
3. Design activities to teach the strategies you have chosen. (Think about text manipulation, highlighting onsets or rimes, using dry-erase boards to write words, building words with onset and rimes cards, word sorts, word ladders, innovations).

### Creating a lesson plan in LiveText.

1. Go to LiveText. Click on Documents. Click on the New button.
2. Under Choose a folder, choose Students – Undergraduate, ELE, MID. etc.
3. Under Chose a template, choose MSU-COE TPA lesson Plan sp13.
4. Give it a title and click on Save as new document.
5. View videos, written guidelines, or visual guidelines for the lesson plan.
6. Click on “Edit” to type in each section.
7. Standards: Use the Kentucky Core Academic Standards – English Language Arts. The sections of the Standards that you will need for REA 306 are
	1. Reading Standards for Literature K-5
	2. Reading Standards for Informational Text K-5
	3. Reading Standards: Foundational Skills K-5
	4. Writing Standards K-5
	5. Language Standards K-5

*Hint: You can’t cut and paste standards from the KCAS website, so I usually go to the Common Core website at* [*http://www.corestandards.org/*](http://www.corestandards.org/)*.*

1. Write out each standard in full.

L 2.1.b Language Standards Grade 2 1b. Form and use frequently occurring irregular plural nouns.

1. Objectives: State what you want your students to learn. This should match the standard, but may differ slightly; your objective might be more specific, for example.
2. Learning Targets: Rewrite the objective in kid-friendly language – “I Can…” statements.
3. Write N/A for any sections you cannot complete at this time.
4. To make a paper copy, copy and paste the lesson plan into a Word Document. Delete any unneeded sections.

EVALUATION checklist: Did you:

\_\_\_ apply what we have learned in class?

\_\_\_ choose an appropriate Standard(s) for your lesson?

\_\_\_ write out the Standard(s) in full?

\_\_\_ match your standards, objectives, and target statements?

\_\_\_ write a kid-friendly target statement?

\_\_\_fill in each appropriate section?