

Mississippi Valley State University
Department of Teacher Education

Holistic Transformer: Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.

ED 520: Reading in the Elementary School

Instructor: Ying Wang, Ph.D.	Class Meetings- Location/Time: OPL 168/M 6:00-8:40	Office Location: OPL 158
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COURSE DESCRIPTION: This course will cover current techniques, methods, and materials utilized for effective reading instruction. Emphasis will be on the best practices and approaches used in area public schools.

CREDIT HOURS: 3

PREREQUISITES: Admission to Graduate Program

COURSE CONTENT:

Required Text(s):

Cooper, D. J., Robinson, M. D., Slansky, J. A., & Kiger, N. D. (2015). *Literacy: Helping students construct meaning*. United States: Cengage Learning.

Secondary/Supplemental Resources:

The Council of Chief State School Officers. (2012): *The Common Core State Standards Initiative*. Washington, DC.

www.corestandards.org.

American Psychological Association. (2010). *Publication manual of the American psychological association*. Washington, DC: APA.

Major Areas of Study: The major areas of study include, but are not limited to:

1. Effectiveness of literacy teacher
2. Foundations of literacy instruction
3. A comprehensive balanced literacy classroom

PURPOSE/RATIONALE: From three perspectives directly related to the COE's Holistic Transformer Model (HTM) this course is designed to provide the graduate student with an intensive study of the reading skills required in classroom along with the theoretical and research-based foundations of the literacy process. Emphasis is placed on the research-based qualities of excellent classroom teachers. Reading programs, research based best practice, and performance based assessment will be discussed and studied.

GENERAL COURSE GOALS: A major goal of reading instruction is to enable every child to read proficiently and independently. The content of this course is designed to provide the graduate student a depth of understanding on current theories about reading and language. Word identification strategies, vocabulary acquisition, fluency, comprehension levels and study skills will be addressed. Current approaches for teaching reading and ascertain activities that make reading meaningful will be investigated. Formal and informal assessment and adjusting materials to meet individual needs will also be covered. The graduate student is expected to become familiar with professional organizations in the literacy field: International Reading Association, National Council of Teachers of English, and Association of Childhood Education International. Through the various activities, the course helps the College of Education to achieve its overall objectives: Scholar, reflective thinker and facilitator, and responsible professional.

MATRIX: LINKAGE OF THE HTM AND THE COURSE

The following course outcomes represent what teacher candidates will know and be able to do at the completion of this course as it relates to the Holistic Transformer:

	HTM	HTM	HTM
General Course Goals	Scholar (Knowledge)	Reflective Thinker & Facilitator (Skills)	Responsible Professional (Dispositions)
1. Demonstrate an understanding of current research on reading and language.	1.1, 1.2	2.1	
2. Strive for a balanced literacy program to teach all students to read and write independently.	1.2	2.2	3.1, 3.2
3. Apply knowledge of best pedagogical practices for use in the instructional process.	1.2	2.2,	3.1, 3.2
4. Implement and interpret ongoing assessment of each student's reading strengths and weaknesses.	1.3	2.3	3.3
5. Create, manage, and maintain a classroom environment conducive to learning.	1.2, 1.4	2.2, 2.4	3.2, 3.4
6. Identify technology infusion strategies for diverse population.	1.2	2.2	3.2
7. Participate professional organizations in the literacy field.			3.1, 3.4

Outcome: Content

Candidate Proficiencies (Knowledge)

1.0 Scholar

- 1.1** The candidate synthesizes in-depth knowledge of content in specific disciplines with research-based practices in the teaching and learning process.
- 1.2** The candidate **plans, selects, and delivers** instruction based on best practices

impacting student learning.

- 1.3 The candidate **selects** reliable and valid assessments to measure student performance.
- 1.4 The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.
- 1.5 The candidate **identifies** appropriate technology that supports differentiated instruction.

Outcome: Processes, Skills

Candidate Proficiencies (Skills)

2.0 Facilitator and Reflective Thinker

- 2.1 The candidate regularly **reflects** on the state, national, and professional curriculum standards as a basis for continuously improving teaching and learning.
- 2.2 The candidate **designs and implements** unit and daily lesson plans that incorporate rigorous instructional strategies for all students.
- 2.3 The candidate **administers** formative and summative assessments to measure student learning outcomes and to facilitate data-based decisions about instruction.
- 2.4 The candidate **develops** adaptive instruction plans to meet the educational and social needs of all students in collaboration with community and parental support.
- 2.5 The candidate **infuses/integrates** appropriate technology into lessons to enhance student learning.

Outcome: Dispositions

Candidate Proficiencies (Dispositions)

3.0 Responsible Professional

- 3.1 The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.
- 3.2 The candidate **values, respects, and promotes** learning for all students.
- 3.3 The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.
- 3.4 The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.
- 3.5 The candidate **incorporates** new technology based resources for instruction and professional productivity

COURSE OBJECTIVES: At the end of the semester, the graduate student should be able to:

A: Objective –Knowledge: Teacher as Scholar

1. Examine and apply theories about current research on literacy processes (IRA 1) (InTASC 1, 4, 5) (NCATE 1.a, 1.b, 1.c, 1.d, 4.a) (CCSS RL K-5, LK-5) (TIAI 1-4, 6, 8-9, 12-13, 16- 18) (HTM 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3) (M-STAR I-1, I-2, I-4, II-5, II-6, III-7-10, IV-15, IV-16) (ACEI 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5. 4)

- 1). discuss the constructivist view of oral language development
- 2). discuss the Zone of Proximal Development (ZPD)
- 3). discuss schema theory and its implications for the teaching of reading
- 4). discuss the reading process: decoding skills, comprehension skills, prior knowledge and constructing meaning
- 5). discuss the stages of reading development
2. Demonstrate the understanding of the components of reading: print, phonemic awareness, phonics, vocabulary, fluency, and comprehension and apply strategies to teaching reading (IRA 1, 2) (InTASC 1, 4, 5) (NCATE 1.a, 1.b, 1.c, 1.d, 4.a) (CCSS RL K-5, LK-5) (TIAI 1-4, 6, 8-9, 12-13, 16- 18) (HTM 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3) (M-STAR I-1, I-2, I-4, II-5, II-6, III-7-10, IV-15, IV-16) (ACEI 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5. 4)
 - 1). understand children’s concepts about print
 - 2). define the alphabetic principle
 - 3). compare and contrast direct teaching decoding vs. indirect word recognition strategies
 - 4). assess and build background knowledge and vocabulary
 - 5). understand the concept of reading fluency, how fluency is developed by children, and why it is important to the reading and writing process
 - 6). compare and contrast comprehension of narrative and expository text
3. Know how oral language development and emergent reading and writing affect learning to read and write (IRA 1, 2) (InTASC 1, 4, 5) (NCATE 1.a, 1.b, 1.c, 1.d, 4.a) (CCSS RL K-5, LK-5) (TIAI 1-4, 6, 8-9, 12-13, 16- 18) (HTM 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3) (M-STAR I-1, I-2, I-4, II-5, II-6, III-7-10, IV-15, IV-16) (ACEI 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5. 4)
 - 1). discuss children’s oral language experience that correlates their reading and writing
 - 2). use teaching strategies that combine the reading and writing processes.

B: Objective – Skills: Teacher as Facilitator and Reflective Thinker

4. Determine the role of cultural and linguistic backgrounds in learning to read (IRA 1, 4) (InTASC 2) (NCATE 1.a, 1.c, 1.d, 4.a) (CCSS RL K-5, L K-5) (TIAI 2, 6, 8, 11, 16) (M-STAR I-2, I-3, II-5, II-6, III-10, IV-15) (ACEI 1, 3.1) (HTM 1.2, 1.3, 1.4, 2.2, 2.4, 2.3, 3.2, 3.3)
 - 1). discuss research pertaining to culturally and linguistically diverse students
 - 2). synthesize research to develop programs to meet the needs of all students
5. Demonstrate knowledge of formal and informal assessment and procedures including interpretation and use of assessment results to improve teaching of reading (IRA 3) (InTASC 6) (NCATE 1.a, 1.d) (CCSS RL K-5, L K-5) (TIAI 5, 7, 8) (M-STAR I-2, II-5, II-6) (ACEI 4) (HTM 1.3, 2.3, 3.3)
6. Organize reading activities and instructional opportunities in a language print-rich environment (IRA 2, 3, 4) (ACEI 4) (InTASC 3) (NCATE 1.a, 1.d) (HTM 1.3, 2.3, 3.3) (TIAI 5, 7) (M-STAR II-5, II-6, III-9)
7. Use a wide range of research based instructional practices, including technology-based practices, that promote reading and writing across the curriculum (IRA 1, 2) (ACEI 3.1) (InTASC 1, 4, 5, 7, 8) (NCATE 1.a, 1.b) (CCSS RIT 6-12, W 6-12) (HTM 1.2, 2.2, 3.2) (TIAI 4) (M-STAR I-1, I-4, III-10).
8. Use a wide range of curriculum materials in effective instruction for learners at various stages of reading and writing development and from different cultural and linguistic

backgrounds (IRA 4) (InTASC 1, 2, 3, 4, 7, 8) (ACEI 3.2) (TIAI 2, 6) (NCATE 1.a, 1.c, 1.d, 4.a) (CCSS RFS K-5) (HTM 1.4, 2.4) (M-STAR I-2, II-5, II-6, III10)

C: Objective – Disposition: Teacher as Responsible Professional

9. Continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (IRA 5) (ACEI 5.2) (InTASC 9, 10) (NCATE 1.g) (TIAI 25) (HTM 1.2, 2.2, 2.4, 3.2, 3.4) (M-STAR V-19)

Note: IRA stands for International Reading Association; ACEI stands for Association for Childhood Education International; InTASC stands for Interstate New Teacher Assessment and Support Consortium; NCATE stands for National Council for Accreditation of Teacher Education; CCSS stands for the Common Core State Standards; TIAI stands for the Teacher Intern Assessment Instrument; HTM stands for the Holistic Transfer Model; M-STAR stands for Mississippi Statewide Teacher Appraisal Rubric.

TECHNOLOGY INFUSION: Technology to be used includes: pen; paper, computer; internet; PowerPoint; overhead projection; CD-ROM; VCR

MAJOR STUDENT ACTIVITIES: Course activities may include the followings:

1. Become familiar with national and state standards: IRA, INTASC, NCATE, CCSS (Course Objective A).
2. Read a novel and write a book report (Course Objective A).
3. Participate in class discussion (Course Objective A, B, C).
4. Submit bio information (Course Objective A, B, C).
5. Critique research studies in teaching reading in K-12. Topics: addressing literacy needs in culturally and linguistically diverse classrooms, effective reading instruction, reciprocal teaching, authentic assessment, classroom management, and parental involvement. Articles should be published in recent 5 years. (Course Objective A).
6. Present research-based teaching reading strategies/activities using Power Point Presentation. Strategies and activities may include DRA, DRTA, phonemic awareness, explicit/direct teaching of phonics, environmental print, art and play activities, word identification, word sorts, structural analysis, contextual analysis, Concept Wheel/Circle, Concept of Definition, Webbing, Semantic-Features Analysis, Shared Reading, Paired Reading, Reading Log, Response Journals, Read-Alouds, Guided Reading, Book Share, Poetry Writing, QAR, Think-alouds, Scaffolding, Story Schema, Story Mapping, Reciprocal Teaching, Literature Circles, Reader Theater, LEA, SSR/USSR, CAI, Predictable Books, Semantic Mapping, Plot Structures, Modeling, Teaching narrative/expository texts, SQ3R, K-W-L, etc. (Course Objective A, B).
7. Complete mid-term and final exams (Course Objective A, B).

CLINICAL AND FIELD EXPERIENCE: Clinical and Field experience is not a required component for this class.

INSTRUCTION STRATEGIES: The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects.

Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

STUDENT EVALUATION: The graduate student will be evaluated based on class participation, quality of assignments, and attendance of class (Course Objective A, B, C).

A. Grading Scale:

Outstanding effort and performance	90-100=A
Satisfactory effort and performance	80-89=B
Mediocre effort and performance	70-79=C
Minimal effort and performance	65-69=D
Failure to meet the intent of the assignment	0-65=F

B. Grading Procedures are performance based (Rubrics will be provided to you during the course of study):

1. Class participation and sending bio information to the instructor through email in a timely manner (Objectives A, B, and C) (the **10** point rubric)
2. Research study critiques published in recent 5 years \geq 2 pages (Objectives A and B) (the **10** point rubric)
3. Mid-Term- Chap 1-7 (Objectives A and B) (the **25** point rubric).
4. Book report \geq 10 pages (Objectives A and B) (the **20** point rubric).
5. Teaching strategy and activity presentation on one of five reading components listed in the textbook (presentation 5 points, essay on explanation of what, how, and when you use the strategy and activity 5 points (Objectives B) (the **10** point rubric)
6. Final project- Thematic Unit (Objectives A, B) (the **25** point rubric).

C. Attendance Policy: The student is expected to attend every class, arriving on time and leaving only after the class has dismissed. Unless appropriate documentation is provided, any student missing three (3) classes will automatically find that their final course grade will be lowered a letter. Excessive absences (beyond three) will necessitate a reduction in the student's class participation points. Three (3) tardiness or three (3) leave early will result in one (1) absence. Please see MVSU undergraduate catalog on pp. 46-47 for university class attendance policy.

D. There is no make-up policy unless an emergency occurs. Graduate candidates are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes and copies. Late work will result in a loss of points.

ADA/STUDENTS WITH SPECIAL NEEDS (Assurance Statement): Mississippi Valley State

University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

PLAGIARISM/ACADEMIC INTEGRITY: Honesty and integrity are essential values of the Valley's mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another's words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU undergraduate catalog pp. 112-114 for grading policy.

To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet. Plagiarism will result in at least a failing grade for the assignment(s) and/or course.

CELL PHONE POLICY: No cell phone usage in class. Make sure you turn off your cell phone unless you expect an emergency call.

CALENDAR OF ACTIVITIES/COURSE TENTATIVE SCHEDULE

Aug. 20	Introduction and review of syllabus
Aug. 27	What you need to know to be an effective literacy teacher
Sep. 3	Labor Day Holiday
Sep. 10	Frameworks for effective standards-based literacy lessons Bio information due
Sep. 17	Prior knowledge: Activating and developing concepts and vocabulary
Sep. 24	How to teach strategies for constructing meaning
Oct. 1	Mid-term exam
Oct. 8	Beginning literacy Research study critique due
Oct. 15	Intermediate grades and middle school: decoding, vocabulary, and meaning
Oct. 22	Responding and the construction of meaning
Oct. 29	Writing and the construction of meaning Book report due
Nov. 5	Helping struggling readers
Nov. 12	Developing a management system for a comprehensive balanced literacy

	classroom
	Strategy presentation complete
Nov. 19	Fall Break and Thanksgiving Holiday
Nov. 26	Assessment and evaluation in the comprehensive balanced literacy classroom
	Thematic Unit draft due
Dec. 3	Final Project Presentation and E-Portfolio

Notes: Strategy and activity presentation start on the third week and complete a week before the final.

REFERENCES:

Educational Journal:

The Reading Teacher (International Literacy Association)
Journal of Adolescent and Adult Literacy (International Literacy Association)
Reading Research Quarterly (International Reading Association)
Language Arts (National Council of Teachers of English)
Voice from the Middle (National Council of Teachers of English)
English Journal (National Council of Teachers of English)
Journals of Literacy Research (National Reading Conference)
Reading Research and Instruction (College Reading Association)

Professional Magazines:

Instructor
Instructor and Teacher
Teaching Pre K-8

Educational Websites:

http://www.corestandards.org	the Common Core State Standards
http://www.ala.org/	the American Library Association
http://www.ncte.org	the National Council of Teachers of English
http://www.literacyworldwide.org	International Literacy Association
http://www.ed.gov	Every Student Succeeds Act (ESSA)
	United States Department of Education
http://www.ncate.org	the National Council for Accreditation of Teacher Education
http://www.mde.k12.ms.us	Mississippi Department of Education
http://webster.commnet.edu/apa/index.htm	Publication Manual of the American Psychology Association
http://www.mvsu.edu/library/online_resources.php	EBSCO host, ID/pwd: magn1309
www.mvsu.edu	Mississippi Valley State University website

Other References Include:

Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to teach expository text structure to facilitate reading comprehension. *Reading Teacher*, 64(5), 368-372.

- Aukerman, M. (2015). How should readers develop across time? Mapping change without a deficit perspective. *Language Arts*, 93(1), 55-62.
- Chen, S, Lawrence, J. F., Zhou, J., Min, L., Snow, C. E. (2018). The efficacy of a school-based book-reading intervention on vocabulary development of young Uyghur children: A randomized controlled trial. *Early Childhood Research Quarterly*, 44, 206-219. DOI: 10.1016/j.ecresq.2017.12.008.
- Daly, A. (2015). Relating students' spoken language and reading comprehension. *Australian Journal of Language Literacy*, 38(3), 193-204
- Kiefer, B., Davila, D., Price-Dennis, D., Roser, N., Sibberson, F., Wilson, F., & Zapata, A. (2015). 2015 Charlotte Huck Award for outstanding fiction for Children. *Language Arts*, 93(2), 134-146.
- Kamil, M. L., Pearson, P. D., Moje, E. B., & Afflerbach, P. P. (2011). *Handbook of reading research (Vol. IV)*. New York: Taylor & Francis.
- Lai, M., McNaughton, S., Amituanai-Toloa, M., Turner, R., & Hsiao, S. (2009). Sustained Acceleration of Achievement in Reading Comprehension: The New Zealand Experience. *Reading Research Quarterly*, 44(1), 30–56.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Pantaleo, S. (2011). Middle years students' collaborative talk about *The Red Tree*: 'A book that really works your mind'. *Australian Journal of Language & Literacy*, 34(3), 260-278.
- Petersen, D. B., Allen, M. M., & Spencer, T. D. (2016). Predicting Reading Difficulty in First Grade Using Dynamic Assessment of Decoding in Early Kindergarten. *Journal of Learning Disabilities*, 49(2), 200-215. DOI: 10.1177/0022219414538518.
- Reutzel, D. R. & Cooter, R. D. (2015). *Teaching children to read: The teacher makes difference*. Columbus, Ohio: Pearson.
- Wang, C., & Goldberg, T. S. (2017). Using children's literature to decrease moral disengagement and victimization among elementary school students. *Psychology in the Schools*, 54(9), 918-931.
- Wang, Y., Shuttlesworth, D., Morris, S. F. (2016). Improving teachers' quality of teaching reading through professional development. *US-China Education Review B*, 6(9), 532-541. DOI: 10.17265/2161-6248/2016.09.

Disclaimer: The information and schedule of events contained in this syllabus are subject to change.