University of North Alabama
College of Education and Human Sciences
Department of Elementary Education

Course Number: EED 415
Course Title: Teaching Reading in Grades 3-6
Semester Hours: 3
Prerequisites: Admission to Educator Preparation Program
Revised: Spring 2017

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Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
10:45-12:15 pm 2-4 pm	By appointment	11-12:30 pm	9:15-11:15 am	By appointment

CATALOG DESCRIPTION: A study of research-based instructional practices for middle and upper elementary readers (grades 3-6) with an emphasis on cognitive strategies used by proficient readers to achieve comprehension.

TEXT
Harvey, S. & Goudvis, A. (2007). *Strategies That Work 2nd Edition*. Maine: Stenhouse Publishers.

REQUIRED MATERIALS
1) You must download a dictionary app to a phone or device and bring the phone/device to each class meeting. There are several free dictionary apps available.
2) You will need a composition notebook to use as a Wonder/Word Detective Notebook in class. This notebook should be brought to each class meeting.
3) You will need a plastic 3-ring binder with tabs for organizing for your Clinical Portfolio.

COURSE OBJECTIVES

Candidates in will:

1. develop a knowledge of the components of comprehensive, research-based, effective reading programs as well as books, electronic-based instruction sources, and locally-created materials.
290-3-3-.06(2)(b)1.(ii)(II) / CF 1,2,3,4,6 (a) consider various definitions of reading and understand how different definitions influence how reading is taught; and (b) identify the following components of reading and understand how each contribute to comprehension: decoding, vocabulary, syntax, discourse, metacognition, affective aspects, social aspects; and automaticity; CF 1,3

2. become familiar with the materials and methods frameworks and demonstrate an application in the elementary classroom (grades 3-6);

3. explore beliefs about how middle/upper elementary children read (and learn to read); begin to develop a personal "literacy framework," a set of beliefs and insights to inform the decisions that must be made in the classroom. CF 1, 3, CF 6

4. demonstrate and apply research knowledge of cognitive strategies utilized by proficient readers to achieve comprehension and metacognition;

5. develop an awareness of how and why a balanced reading approach results in a more effective instructional program;. CF 1,3, CF 6

6. become familiar with and apply research-based reading methods, which accommodate a variety of classroom contexts; including diversity in a global society

7. develop knowledge and strategies that promote vocabulary, syntax, comprehension, and metacognitive knowledge in middle and upper-elementary readers. CF 6, CF 6

8. develop strategies to promote the affective aspects of reading in grades 3-6; CF 6

9. understand and apply the importance of "introducing skills in reading" using children's background knowledge, easier text materials, and technology to scaffold such skill "before teaching the skill with on-grade level materials; (2)(b)1.(ii)(II) /CF 1,2 2

10. demonstrate knowledge of strategies to identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting); CF 4 CF 2

11. demonstrate knowledge of methods for assessing advantages and limitations of current emerging technologies, and on-line and software content to facilitate teaching and student learning; CF 4, 6

12. demonstrate knowledge that all components in reading work together to assist the reader in grades 3-6 with comprehension; CF 1,2,6

13. possess knowledge of ways to promote a critical stance toward analysis and interpretation of texts that encourages multiple perspectives. CF 1,2,5,6 / 290-3-3-.06(2)(b)1.(ii)(IX)

14. use reflection and self-reflection as a basis for program planning and modification; CF 6

15. apply knowledge of managing an individualized reading program; demonstrate an ability to organize a reading program utilizing flexible grouping patterns; and CF 1, 4, 6

16. demonstrate knowledge of effective reading instruction as indicated in the Alabama Course of Study for grades 3-6 and knowledge/skills included for effective practice in the Alabama Reading Initiative: Essential Skills of Teachers of Reading CF 1, 4, 6
17. demonstrate knowledge of effective reading methods for parents to enhance reading development such as Read-Aloud, and Duolog Reading. CF 1, 3, 4, 6

Requirements for Course:
All requirements of the course must be satisfactorily completed to receive credit for the course. To apply credit for this course to the Educator Preparation Program, the candidate must earn a C or better.

Expectations for this course:
Read all assigned texts and attend class prepared to thoughtfully discuss assigned reading material and participate in in-class activities. **(Special note: Not all material will be covered through lecture; the student is expected to study designated material and Internet assignments on his/her own and request clarification from the instructor about any concepts that are unclear or confusing.)**

Use Canvas as assigned.

For "real-world" clinical experiences in a global classroom society, you will be required to: a) apply research-based reading strategies in developing and executing lessons for an upper-grade classroom; and b) teach reading lessons in a public school setting. Each student will be assigned a teacher in a local public school and will be responsible for meeting, planning, and executing reading lessons to a small group of students as prescribed by the public school teacher and the professor. *If conflicts arise with a student's schedule, students will be expected to utilize Fridays to complete this assignment.* CF 1-6

Attend all classes. **More than two absences will affect your grade.** Please see class policy regarding tardies and absences.

Participate in small-group and large group discussions. CF 3

Exercise wise decision making and articulate thoughtful reflections during class and clinicals. CF 1, 2, 3, 6 4

Clinical Experience: At least **six hours required**

NOTE: Clinicals will occur in a public school setting. You will teach reading lessons in the upper- elementary grades with a school population that possesses a minority population above 25% or (Cluster E).
1. Discuss with cooperating teacher school philosophy regarding reading instruction, the role of the basal reading program, technology available to supplement reading, and

other areas related to reading instruction as directed by the classroom teacher. 290-3-3-.06(2)(b)1.(ii)(II)
2. Observe and critically analyze reading lessons. CF 1, 2, 3 /(2)(b)1.(ii)(II)
3. Organize, plan, and execute research-based reading lessons in a global, diverse school using the lesson plan template and instruction posted in Canvas. CF 1, 2, 3, 6 /(2)(b)1.(ii)(II)
4. Analyze case studies that describe different perspectives about reading instruction. 290-3-3-.06(2)(b)1.(ii)(IX)
5. Observe reading instruction in a designated school; analyzing diverse learners in a global society.
6. Make critical decisions and conduct self-reflection. CF 6

When submitting lesson plans or other assignments for this class, all work must be submitted in Canvas as a Word document or as a PDF.

All Course Requirements Correlate with the UNA College of Education Conceptual Framework. Please note the following course policies and requirements:
- "Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit" (UNA Bulletin).
- Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you submit a doctor's excuse (for yourself) or are participating in a UNA-sponsored event (notice must be received from UNA administration). Excuses from a physician must be presented in the professor's office and a request must be made to make up work at that time. **It is your responsibility to make contact with the professor. You will be allowed to make up only two excused absences.**
- Two tardies equal one unexcused absence.
- In-class activities will **not** be administered early or late unless it is an emergency **and prior** personal contact is made with the instructor. If you miss a clinical without prior approval, you will lose the participation points based on the day that you missed. You will still have to make up the clinical.
- If you miss days that we prepare in class for the clinical without approval from the professor, you will **not** be allowed to teach your lesson. If you do not submit your lesson plan and have it approved prior to teaching your clinical lesson, you will **not** be allowed to teach your lesson. If you do not submit your lesson plan to your cooperating teacher prior to teaching your lesson, you will **not** be allowed to teach your lesson.
- All assignments are to be submitted in Canvas unless notified otherwise by the professor. Assignments are due at the start of class unless an earlier due date is given. Your assignment is "timestamped" upon posting in Canvas. You will lose 5 points for each day that it is late. It is your responsibility to have a saved document and printed assignment at all times.
- Assignments and tests will be due/administered during the next class session if UNA is closed due to inclement weather. If we are scheduled for a clinical and the school

system closes due to weather, class will be canceled. Please check for TV/Internet weather updates. If UNA is closed but the elementary school is open, you will follow the UNA schedule.

- Unprofessional behavior during class or during clinicals will result in a letter grade deduction on your final grade for each occurrence.
- **Cell phones should be turned off prior to class and will not be allowed out of your bag, etc.** If you have a family emergency, please let me know before class begins. **10 points will be deducted from your final grade each time your cell phone is noticed in class or clinical.**
- Use Canvas for all class communications and access supplementary class materials from that site. If you have not received a message from me within 24 hours, please email me at ljohnson15@una.edu or call/text my cell phone (205) 352-8977.

UNIVERSITY OF NORTH ALABAMA COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK: *"Engaging Learners, Inspiring Leaders, Transforming Lives"*

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission – *"Changing lives. Creating futures."* The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares:

"**Knowledgeable Practicing Professionals**" **who**:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

COURSE CONTENT

I. THEORY BASE OF TEACHING READING GRADES 3-6 (2)(b)1.(ii)(ll) / CF 1,2,3,4,6
A. Characteristics of Middle/Upper Elementary Readers
B. Definition of Reading
C. Three Types of Reading Frameworks
D. Knowledge Sources Utilized by Middle/Upper Elementary Readers
E. Forming a Literacy Framework
F. Teaching diverse learners in a global society

II. MATERIALS AND METHODS FRAMEWORK CF 1, 6 /(2)(b)1.(ii)(ll)
A. The Material Framework and Basal Readers
B. Effective Reading Methods for Grades 3-6
C. Internet Activity, Internet Project, Internet Inquiry, Internet Workshop
D. Software Related to Teaching Reading in Grades 3-6

III. FLUENCY IN GRADES 3-6 (1) (a) 1. CF 1, 6
A. Motivating the Reluctant and Non-Reader in Grades 3-6
B. Developing Fluency in Grades 3-6
C. Methods for Parents to Enhance Reading Development: Reading and Read-Aloud Strategies
D. Environmental Print for Grades 3-6

IV. VOCABULARY IN GRADES 3-6 (1) (a) 1. CF 1, 6
A. Concept Teaching
B. Specialized Vocabulary Demands in Grades 3-6
C. Vocabulary Instruction
D. Computer Technology to Enhance Specialized Vocabulary Development in Grades 3-6 E. Strategies that Promote Vocabulary 3

V. EFFECTIVE COMPREHENSION STRATEGIES IN GRADES 3-6
A. Comprehension Knowledge
B. Inferential Comprehension
C. Methods to Develop Comprehension:
1. ReQuest
2. QARs and Effective Questioning

3. Reacting to Text: Shared Reading/Reader Response Journals
4. Guided Reading
5. DRTA
6. Story Elements, Interpretation and Analysis of Text Components CF 1,2,5,6 / (2)(b)1.(ii)(IX)
D. Developing Fluency
1. The Importance of Oral Reading in Grades 3-6
2. Read Aloud/SSR
3. Oral Reading Strategies that Facilitate Comprehension

VI. ORGANIZING THE READING PROGRAM IN GRADES 3-6 CF 1, 2, 3, 6
A. Grouping Patterns
B. Managing the Reading Program
C. Materials to Help the Novice Teacher
D. The "Weekly" Lesson Plan in Reading
E. How to Implement an Individualized Program
F. Using Computers and Computer Software in the Reading Program

COURSE ACTIVITIES
Assignments
- **Notebooking:** During most class meetings, you will be asked to complete a notebooking activity based on assigned class readings and information presented in class. A few times during the semester, a notebooking homework assignment will be given in addition to assigned readings. This homework assignment will be due the following class period.
- **Context for Learning & Planning Commentary:** In this paper you will follow a rubric and prompts posted in Canvas and presented in class to analyze and discuss the context for learning, lesson planning, data, community assets, etc., during your clinical teaching experiences.
- **Final Project:** The final project is an authentic assignment designed to allow you to demonstrate a deep understanding of how to teach reading in grades 3-6, the theoretical basis for teaching reading, etc. For your final project, you will work with a small team to plan and present a parent workshop sharing reading strategies to a group of parents in a local school.
- **Field Experience Hours:** All clinical hours are embedded in the course. Please see the assigned clinical site and schedule in Canvas. Clinical requirements include planning and teaching small group comprehension, fluency and vocabulary lessons to the same small group of students over at least a six-week period. You will use data provided through your own assessments and/or school data to plan for instruction. The clinical site, schedule and structure have been arranged for you.
- **Clinical Portfolio:** You are required to create reading lesson plans using the lesson plan template provided in class and posted in Canvas to teach your assigned grade level during your field experience. Reflections on the executed lessons must be included in the completed lesson plans. You will video yourself teaching at least one of these

lessons and will evaluate your recorded lesson using the rubric/guidelines provided in Canvas. Your completed evaluation and video(s) will be included in your portfolio. You must obtain permission for all students included in the video using the permission form posted in Canvas. The signed permission forms must be included in your portfolio. Your portfolio will also include a summary of your teacher interview regarding the school's philosophy, resources, texts, etc., related to reading instruction.

- **Professionalism:** You are expected to attend all class meetings and clinicals and to conduct yourself in a professional manner at all times. This includes dressing professionally, interacting with peers, instructors, students and teachers appropriately, and completing all assignments. **Tardiness is not permitted in class or clinicals.** Please see the class policy regarding absences and tardies below.
- **Video Evaluation:** During your clinical, you will video at least one of your lessons and will evaluate your teaching and student learning in this video using the evaluation rubric and prompts presented in class and posted in Canvas.
- **Clinical Evaluation:** During your clinical, your instructor will observe and evaluate your teaching. The rubric for this evaluation can be found in Canvas. If your instructor does not evaluate you teaching on-site, she may evaluate your teaching video.
- **Lesson Plans:** Students will prepare lesson plans for clinical lessons using the template provided in class and in Canvas. Lesson plans must be submitted by the due date and must be uploaded in Canvas as a Word or PDF document. It is the student's responsibility to make sure lesson plans have uploaded correctly in Canvas by the due date. Lesson plans must be approved before being taught during clinicals. If a lesson plan has not been submitted on time or is not approved, the student(s) will not be allowed to teach that clinical and must make arrangements with the cooperating teacher and the instructor to make up the missed clinical. Points will automatically be deducted for a late/missed assignment.

Grading Plan
Notebooking: 150 points
Context & Commentary: 100 points
Final Project: 100 points
Clinical Portfolio: 100 points
Professionalism: 100 points
Video Evaluation: 100 points
Clinical Evaluation: 50 points
Lesson Plans: 200 points
    Total Points Possible: 900

GRADING PROCEDURE
A   (100 - 93%)
B   (92 - 84%)
C   (83 - 75%)
D   (74 - 65%)
F   (64% and below)

A professional subjective judgment will be made on all work attempted in this class.

MAKE-UP POLICY
Making up missed assignments will be decided on an individual basis depending on the reason the work was missed. You are responsible for scheduling an appointment with the instructor to discuss missed assignments.

ACCOMMODATION STATEMENT
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

TITLE IX
The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

Confidential Reporting: If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:
Student Counseling Services: 256-765-5215
University Health Services: 256-765-4328
Women's Center: 256-765-4380
Rape Response: 256-767-1100 (hotline) 256-765-0025 (office)
Safe Place (domestic violence): 256-767-6210 (hotline) 256-767-3076 (office)

Formal Reporting: If a reporting party would like the University to investigate an incident, the reporting party may speak with:
UNA Police 256-765-4357
Title IX Coordinator 256-765-4223

Tk20 Syllabus Statement
Tk20 is the official assessment management system of the University of North Alabama's College of Education and Human Sciences. All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system. It is the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student's University account. The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at tk20@una.edu.

EMERGENCY PROCEDURES
Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:
- Assist persons with physical disabilities, if needed.
- Do not use the elevators.
- Time permitting, close all doors and windows.
- Alert others in the building as you exit.

Faculty, staff, and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

ACADEMIC HONESTY
Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.
Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:
1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student

will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

BIBLIOGRAPHY

Blauman, L & Burke, J. (2014). *The Common Core Companion: The Standards Decoded Grades 3-5*. California: Corwin Literacy.

Buckner, Aimee (2009). *Notebooks Connections: Strategies for the Reader's Notebook*. Maine: Stenhouse Publishers.

Harvey, S. & Goudvis, A. (2007). *Strategies That Work 2nd Edition*. Maine: Stenhouse Publishers.

Serravallo, Jennifer (2015). *The Reading Strategies Book*. Portsmouth, NH: Heinemann.

Syllabus & Honor Code Statement

I have received a copy of the syllabus for EED 415. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name_____ Date_____

I understand that EED 415 works on the honor system. Therefore, I will not discuss test items with individuals who are not in my class; I will not ask to examine a previous 415 student's work, nor will I allow anyone to look at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

Name_____ Date_____