

Course: EDUC 303 Teaching Reading K-6

Credit Hours: 3

Scheduled hours per week

Lecture: 3

Lab: 0

Other: 20 (Field Experience per semester)

Catalog Course Description: Strategies and materials in teaching reading and writing for early and middle-childhood teachers.

Pre-requisites:

Admission to Teacher Education Program and EDUC 301.

(Concurrent enrollment with EDUC 301 with instructor's consent.)

Co-requisites: Field Experience

Course Learning Outcomes:

1. Explain language, reading, and writing development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading–writing connections) using supporting evidence from theory and research. (*WVPTS 1A, 2A, 3A*), (*InTASC 1, 4, 5*), (*ACEI 1.1, 2.1*), (*PRAXIS 5622 I.A.1, I.A.2, I.A.3, I.A.4, I.A.5, I.B.1, II.B.1*), (*PRAXIS 5203 II.A.4, II.A.6, II.D.2, II.D.3, III.A.1, III.A.2*), (*PRAXIS 5002 I.A.1, I.A.2, I.A.3*), (*ISTE 1c*), (*CAEP 1.1, 1.3*), (*Assessment: Exam, Written assignments*)
2. Explain the research and theory about effective learning environments that support individual motivation to read and write. (*WVPTS 1A, 2A, 3A*), (*InTASC 1, 4, 5*), (*ACEI 1.1, 2.1*), (*PRAXIS 5622 I.A.1, I.A.2, I.A.3, I.A.4, I.A.5, I.B.1, II.B.1*), (*PRAXIS 5203 II.A.5*), (*ISTE 1c*), (*CAEP 1.1, 1.3*), (*Assessments: Exam, Written assignments*)
3. Use multiple sources of information to guide instructional planning to improve reading achievement of all students. (*WVPTS 2D, 2F, 4B, 4D*), (*InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*), (*ACEI 1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 4.0, 5.1*), (*ACEI 1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 4.0*), (*PRAXIS 5622 II.A.6, II.A.7, III.A.1, III.A.2, III.A.3, III.A.4, III.A.5, III.A.6*), (*PRAXIS 5203 II.E.2, II.E.4*), (*ISTE 5b, 5c*), (*CAEP 1.1, 1.3, 2.3*). (*Assessment: Exam, Written assignments, Lesson plans*)
4. Implement the curriculum based on students' prior knowledge, world experiences, and interests. (*WVPTS 1A, 2A, 3A*), (*InTASC 1, 4, 5*), (*ACEI 1.1, 2.1*), (*PRAXIS 5622 I.A.1, I.A.2, I.A.3, I.A.4, I.A.5, I.B.1, II.B.1*), (*ISTE 1c*), (*PRAXIS 5203 II.A.4, II.A.6, II.D.2, II.D.3, III.A.1, III.A.2*), (*CAEP 1.1, 1.3, 2.3*), (*Assessment: Exam, Written assignments, Lesson plans*)
5. Explain how the reading and writing curriculum is related to local, state, and professional standards. (*WVPTS 1C, 1D, 4B, 4D*), (*InTASC 1, 7*), (*ACEI 1.1, 2.1, 3.1*), (*PRAXIS 5622 II.A.1*), (*CAEP 1.1, 1.3, 2.3*), (*Assessment: Exam, Written assignments, lesson plans*)
6. Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts. (*WVPTS 1A, 1D, 2A, 3A, 3D*), (*InTASC 1, 2, 3, 5, 7, 8, 10*), (*ACEI 1.0, 2.1, 3.1, 3.2, 3.4, 3.5*), (*PRAXIS 5622 II.A.1, II.A.4, II.A.5, II.A.6, II.A.7, II.B.1, II.B.2, II.B.3, II.B.5*), (*PRAXIS 5203 II.E.13*), (*CAEP 1.1, 1.3, 1.5, 2.3*), (*Assessment: Exam, Written assignments, Lesson plans*)
7. Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction. (*WVPTS 1A, 2B, 1C, 1D, 2A, 2F, 3A, 3C, 3D*), (*InTASC 1, 2, 3, 4, 5, 7, 8*), (*ACEI 2.1, 3.1, 3.2, 3.3, 3.4*), (*PRAXIS 5622 II.B. 1, II.B.2, II.B.3, II.B.5, II.B.7, II.B.8, II.C.1, II.C.2, II.C.4*), (*PRAXIS 5203 I.A.1, I.A.2, I.A.4, I.A.6, I.A.7, I.B.1-6, I.C.1-5, I.D.1, I.D.4, I.D.5, I.D.7, I.D.8, I.E.1-4, I.E.7-13, II.A.1-10, III.A.1-10*), (*PRAXIS 5002 I.A.1, I.A.2, I.B.1, I.B.2*), (*CAEP 1.1, 1.3, 1.5, 2.3*), (*Assessment: Exam, Written assignments*)

Lesson plans)

8. Differentiate instructional approaches to meet students' reading and writing needs. (WVPTS 1A, 1B, 1D, 3F), (InTASC 1, 2, 3, 4, 5, 7, 8), (ACEI 2.1, 3.1, 3.2, 3.4), (PRAXIS 5622 I.B.1), (PRAXIS 5203 I.1.5, I.1.6), (CAEP 1.1, 1.3, 2.3), (Assessment: Exam, Written assignments, Lesson plans)
9. Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources. (WVPTS 1A, 1B, 1C, 1D, 2A, 2F, 3A, 3C, 3F), (InTASC 1, 2, 3, 4, 5, 7, 8), (ACEI 2.1, 3.1, 3.2, 3.4), (PRAXIS 5622 II.A.1, II.A.4, II.A.5, II.A.6, II.A.7), (ISTE 5.a, 5.b, 5.c), (CAEP 1.1, 1.3, 1.5), (Assessment: 1.1, 1.3, 2.3),)Assessment:
10. Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. (WVPTS 1E, 3E), (InTASC 6), (ACEI 4.0), (PRAXIS 5622 III.A.3), (PRAXIS 5203 I.1.5, I.1.6), (CAEP 1.1, 1.3, 2.3),)Assessment:
11. Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development. (WVPTS 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2F, 3A, 3D, 3F), (InTASC 1, 2, 3, 4, 5, 7, 8), (ACEI 2.1, 3.1, 3.2, 3.4), (PRAXIS 5622 I.B.1), (PRAXIS 5203 II.A.5), (ISTE 5.a, 5.b, 5.c, 7.b), (CAEP 1.1, 1.3, 2.3), (Assessment:

Topics to be studied:

1. Implementing guided reading at various developmental levels (pre-a readers, emergent readers, early readers, and transitional and fluent readers) including instruction and assessment
2. Teaching the process approach to writing
3. Becoming a master teacher of reading
4. Developing children’s oral language to support literacy
5. Teaching the big ideas in reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension - methods and strategies
6. Examining core reading programs

Relationship of Course to Program or Discipline Learning Outcomes:

This course develops "Architects of the Future" by providing opportunities for teacher candidates to increase their understanding of the dimensions of the reading and writing process and knowledge of effective instructional and assessment materials and methods. The field experience component at the Professional Development Partnership School enables candidates to demonstrate commitment to the profession as they practice the skills of planning, teaching, interpersonal communication, decision-making and diversity.

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| This course meets the following General Education Outcome(s): | |
| Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements. | X |
| Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions. | |
| Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts. | X |
| Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication. | X |
| Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills. | |

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| The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art. | |
| 5/3/2016 | |

Special requirements of the course:

1. Lesson Plans and Reflections: For all tutoring sessions, each teacher candidate will complete a guided reading lesson plan and will complete evaluations/reflections. Designated plans and evaluations/reflections will be submitted for grading.
2. Attend a field experience (20 hours) in a local Professional Development School and teach guided reading lessons created by the teacher candidate.
3. Complete two graded lesson plans (submit in LiveText or its affiliate).
4. Submit field experience paperwork (in LiveText or its affiliate).
5. Have a current LiveText (or its affiliate) subscription and use BlackBoard for course requirements
6. Submit a background check.
7. The planning assessment rubrics will be completed by the instructor based on a collection of lesson plans covering reading and/or writing.

Additional information:

N/A

Prepared by: Dr. Cheryl Mader

Date: 12.12.17