

Course: EDUC 303 Teaching Reading Grades 3 – 6

Credit Hours: 3

Scheduled hours per week

Lecture: 3

Lab: 0

Field Experience: 20 hours

Catalog Course Description: The purpose of this course is to provide teacher candidates with a solid foundation for effective literacy instruction in grades 3-6. Special emphasis will be placed on the major five components of reading instruction.

Pre-requisites:

Admission to Teacher Education, EDUC 301

Co-requisites:

20 hours Field Experience

Course Learning Outcomes (CLO):

1. Students will plan intermediate grade reading lessons utilizing state standards.
(*Assessment: field placement lesson plans, written assignments*)
2. Students will teach intermediate grade reading lessons utilizing state standards and a variety of instructional strategies. (*Assessment: field placement lesson plans, teaching demonstrations*)
3. Students will utilize differentiated instruction techniques during reading instruction.
(*Assessment: field placement lesson plans, written assignments, teaching demonstrations*)
4. Students will create an intermediate grade reading assessment plan based on instructional objectives. (*Assessment: field placement lesson plans, written assignments*)
5. Students will identify instructional strategies, including integrating technology, needed to effectively engage students in intermediate grade reading lessons. (*field placement lesson plans, written assignments, exam*)
6. Students will demonstrate content knowledge of intermediate grade reading language arts standards. (*Assessment: exam, quizzes*)

CLO Assessment Methods: Lesson Planning Assessment, Written Assignments, Exam, Quizzes, Teaching Demonstrations

Topics to be studied:

1. Characteristics of effective teachers of reading
2. The five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension - methods and strategies (Science of Reading)
3. Guided reading at various developmental levels in intermediate classrooms
4. The process approach to writing in the intermediate grades
5. Content area literacy and Close Reading
6. Lesson planning
7. Reading technology tools
8. Differentiated instruction and techniques
9. 3rd – 6th grade WVCCR Reading Language Arts standards

Relationship of Course to Program Learning Outcomes (PLO) or Institutional 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 appropriate to the intermediate grades. 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.

Check if approved as: ☐ Foundational Learning Course

☐ Reinforcement Learning Course

Special requirements of the course:

1. Lesson Plans and Reflections: teacher candidate will complete guided reading lesson plans, whole group reading lesson plans, and will complete evaluations/reflections. Designated plans and evaluations/reflections will be submitted for grading.
2. Attend a field experience in a local Professional Development School and teach guided reading and whole group reading lessons created by the teacher candidate.
3. Submit field experience paperwork in LiveText.
4. Have a current LiveText subscription and use BlackBoard for course requirements
5. Submit a background check.
6. 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: Danielle Shockey

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