

Education 309/509: Methods and Materials for Teaching Reading II
University of Wisconsin – Stevens Point
Elementary Methods Block - Fall 2019

Section 1: Tuesday/Thursday 11:00 – 12:15 on Zoom (synchronously)

Section 2: Tuesday/Thursday 12:30-1:45 on Zoom (synchronously)

Instructor: Dr. Amber Garbe

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Office hours: Friday, 11 am-1 pm (virtually) & By appointment

Purpose

This course is designed to investigate and apply best practices in literacy development, reading curriculum, and related research. This course supports EMB practices and learning outcomes.

Texts:

Fisher, D., Frey, N., & Akhavan, N. L. (2019). *This is balanced literacy*. Thousand Oaks: Corwin. Available at Text Rental

Essential Questions:

- 1) How does literacy instruction reflect personal literacy beliefs?
- 2) What instructional strategies drive and accelerate literacy learning?
- 3) How is observation linked to responsive literacy instruction?
- 4) What are the essentials for developing a literate, democratic society?

Enduring Understandings:

- 1) Literacy beliefs drive literacy instruction
- 2) The Gradual Release Model serves as a foundational framework for teaching and learning
- 3) Implementation of the workshop model to support and differentiate literacy instruction
- 4) Assessing and planning for individual learner's reading needs
- 5) How time, purposeful talk, matching texts to readers, authentic tasks, and assessment influence literacy learning
- 6) Essential elements needed to support literacy instruction for all students
- 7) Common Core Standards across grade levels

Learning Outcomes:

Through fully participating in this course, the following goals and intended learning outcomes will be addressed. The teacher-learners will:

- 1) Articulate literacy beliefs and determine best practices to support those beliefs
- 2) Become knowledgeable about instructional approaches, responsive instruction, interventions, productive feedback, professional literacy communities
- 3) To build a strong knowledge base of comprehensive literacy education (reading, writing, listening, speaking, and language) and instructional strategies to facilitate comprehensive literacy through reading course text, professional journals and publications, and collaborating with professionals.
- 4) Initiate, participate in, and/or apply literacy research
- 5) Inquire into topics and develop a reflective and purposeful approach to literacy learning (i.e., CCSS: common language, full picture of literacy, healthy balance)
- 6) To develop understandings about current and historical literacy education perspectives
- 7) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 8) Articulate a constructivist approach for developing a classroom literacy program.

Assignment Points:

Reflection & Application of 5 Components of Reading.....25 points
Interactive Read Aloud.....15 points
Case Study25 points
Philosophy of Literacy20 points
TOTAL POINTS = 85 Points

Grading Scale

Points	Letter Grade
96-100	A
94-95	A-
92-93	B+
88-91	B
86-87	B-

Assessed Learning Objectives & Assignment Overview

Assessed Learning Objective 1: Teacher-learner demonstrates content-knowledge and instructional strategies to teach the five components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension).

Why: Being able to observe learner's strengths and areas in need of instruction help

How (Assignment to Demonstrate LO 1):

- 1) Choose one of the posted ways to deepen your understanding of each of the five components of literacy (online module, reading, video, etc.)
- 2) Complete the [study guide](#) to show:
 - a) Content knowledge
 - b) Instructional strategies supporting the development of the five components of reading
- 3) Record yourself explaining and modeling a learning activity that targets each of the five components of reading.

Points: 25 points

Assessed Learning Objective 2: Plan an interactive read aloud that teaches strategic thinking that students can apply to independent reading.

Why: Interactive Read-Aloud is a powerful instructional strategy to model applying strategic thinking (all the strategies you teach students).

How: Plan an interactive read aloud lesson.

Due: September 27

Points: 15 points

Specific guidelines and rubric will be provided during week three.

Assessed Literacy Objective 3: Using multiple assessments, evaluate a learners' strengths and learning priorities in the area of reading. Plan instruction to meet the learner's needs.

Why: Planning instruction for the individual needs of students is one of the key components of literacy instruction. Getting to know your learners allows you to provide instruction in the learner's zone of proximal development.

How: Conduct a case study on a student, using assessment tools to evaluate students' strengths and needs. Write a summary of the students' strengths and instructional priorities. Plan and teach a series of three lessons to the student.

Final Case Study Due Date: Sunday, October 25 (Upload to Canvas)

Points: 20 points

Assessed Learning Objective 4: Teacher-learner articulates literacy beliefs and determines best practices to support those beliefs

Why: Skilled professionals articulate beliefs and make instructional decisions that adhere to those beliefs. Writing your philosophy (a cohesive vision of your instructional beliefs) allows you to become more aware of your beliefs and practice eloquently articulating your philosophy when asked to do so, such as in an interview.

How: Write a personal philosophy about teaching literacy

Teacher-learners prepare a personal philosophy essay of teaching literacy using practical classroom applications and research-based theories to improve literacy learning. Teacher-learner essays must relate to current teaching environments and will provide the reader with an appropriate blend of practical classroom application with solid theoretical frameworks. The final paper should be a clean, well-written, original piece (APA 6th Edition) that reflects a personal teaching philosophy that involves research-based instruction that focuses on improving literacy learning for all children regardless of background, culture, language and/or motivation to read. Teacher-learners' may reference Ellery's book and other resources they've discovered from investigating further—spinning off the 3rd column of the WQH Organizer.

Due: Reflection of beliefs and draft due Sunday, November 29 (upload to Canvas)

Points: 20 points

Reflection and Draft 5 points

Final Philosophy of Literacy Paper = 15 points

Course Schedule

Week	Topic(s) for Whole Class Instruction	Topics for Case Study	Readings (for next week)	Assignments
Week 1 Sept. 3	Engagement Beliefs about Literacy Instruction			
Week 2 Sept 8 & 10	Engagement Gradual Release Model	Interest Inventory Running Record/Benchmark Assessment	This is Balanced Literacy Chapters 1-2 *View Video Links (Read for Sept. 15)	Phonological Awareness Study Guide & Video Recording Due 9/13
Week 3 Sept 15 & 17	Balanced Literacy Planning the Interactive Read Aloud	Phonological Awareness Phonics	This is Balanced Literacy Chapter 4-5, *View Video Links	Phonics Study Guide & Video Recording Due 9/20
Week 4 Sept 22 & 24	Shared Reading Small Group Independent	Fluency	This is Balanced Literacy, Chapter 7, 9 *View Video Links	Fluency Study Guide & Video Recording Due 9/27 Interactive Read Aloud Due Sunday, Sept. 27
Week 5 Sept. 29 & Oct. 1	Common Core State Standards Using the Planning, Instruction, Assessment cycle	Vocabulary		Vocabulary Study Guide & Video Recording Due 10/4
Week 6 Oct 6 & 8	Continued from above	Comprehension		Comprehension Study Guide & Video Recording Due 10/10
Week 7 Oct 13 & 15	Response to Intervention			
Week 8 Oct 20 & 22	Check in on Beliefs			Case Study Due Sunday, October 25

	Collaborating with Reading Teachers/Interventionists			Philosophy of Teaching Literacy Due Sunday, November 29
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October 26-First full week in EMB Placement

November 29-Philosophy of Teaching Literacy Due