

EDCI-529 Teaching Elementary Reading

3 credit hours

Summer 2023

May 30–July 21, 2023

Professor: Michelle Adams, MEd

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Phone: 423-240-7884 (Please call or text my cell ONLY between 9 AM and 5 PM)

Office Hours: Use the following Calendly link to schedule an appointment
<https://calendly.com/mlspady>

Virtual Meetings: Class meetings are held on Tuesday from 9-10 a.m. ET at:
<https://southern.zoom.us/my/a071312>

Course Information

Description

This course is designed to empower Seventh-day Adventists in-service educators to apply principles of effective literacy instruction, with a focus on making the teaching of reading balanced, explicit, and research driven. Emphasis will be placed on components of balanced literacy instruction, including word identification, pre-reading techniques, phonics, vocabulary development, fluency, comprehension, writing, and technology-based instruction.

Textbooks

Tompkins, G. (2019). *Literacy in the early grades: A successful start for Pre-K-4 readers and writers* (5th ed). Pearson Education. Print ISBN 9780135176047. Digital ISBN 9780135175439.

You have **options** for purchasing this textbook.

You can buy a print version or an electronic version. If you purchase the [electronic version through Pearson](#), you can choose the option of renting the textbook for a 4-month minimum of \$9.99/month (\$39.96 total). You'll have to get a Pearson account to make this purchase and use this option. This eTextbook is simple to use on computers or iOS and Android mobile devices (even offline). You can take notes and highlights within the eText; they are added to your virtual notebook, where you can organize them for the way you study. Please note: **you should NOT purchase MyLab**, since we are not using that product. The version of the textbook you should get is the e-text or a print one. If you purchase the MyLab, it will ask you for the Instructor Course ID, which I don't have since I'm not using the MyLab. If you choose to buy the print version, Pearson's current price is \$85.32 with free shipping. You'll need the text when the course begins, so you should purchase it right away in order to get it in time to do your assignments.

Alternatively, you can purchase the textbook through [Amazon](#). Currently a new book print version is \$85.32. Amazon also has used versions available and rentals available for a lower cost; however, some of the delivery dates may not work since they would be past the time you'd need the textbook to do assignments.

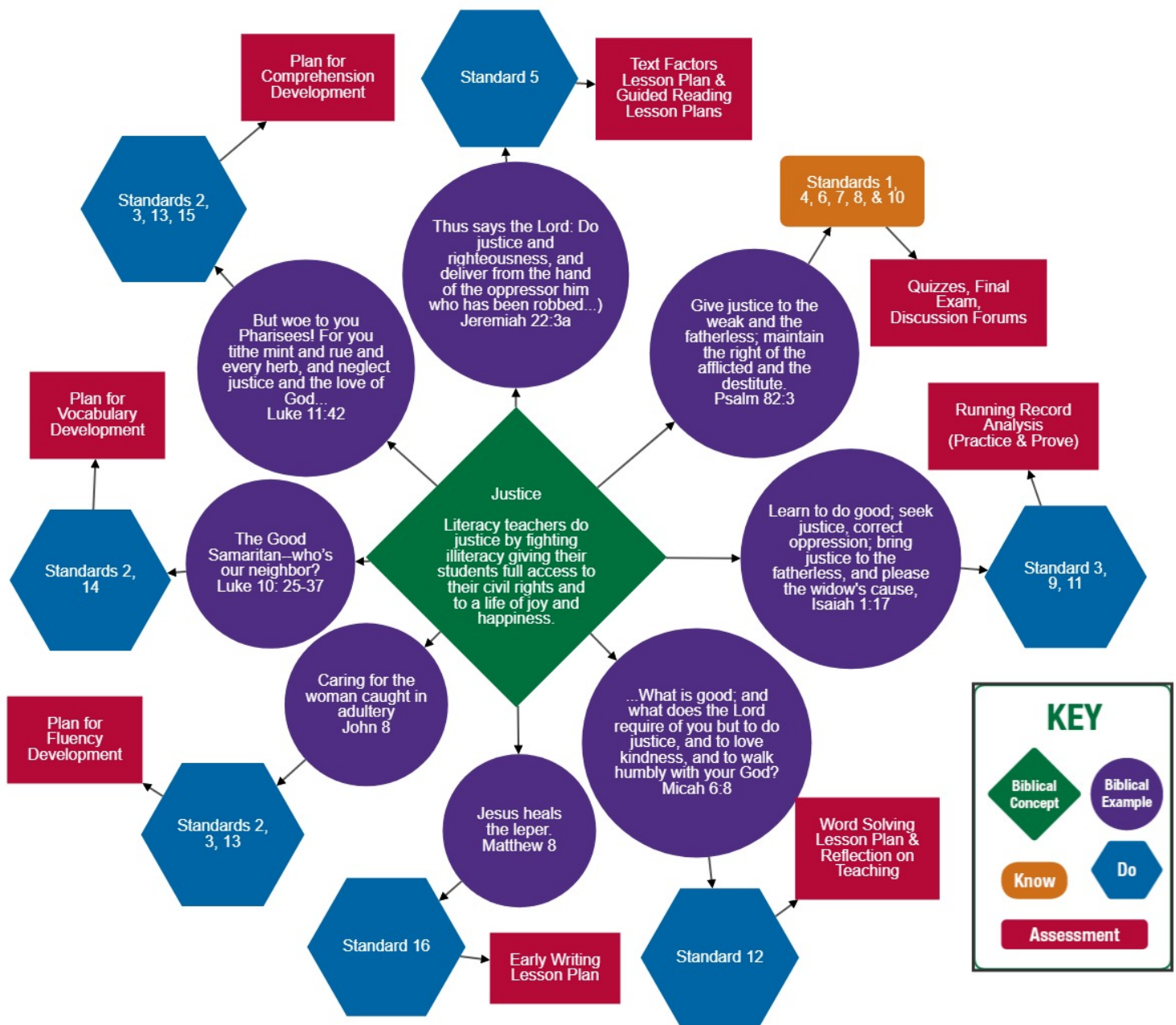
Required Technology

You must have a webcam and a microphone, which can be the one built into your computer or one that is part of a headset. Such a headset can be found on [Amazon](#) or in your local stores. Many laptops have a built-in webcam, but if yours does not, you must purchase an external one or have access to one for all class meetings.

Biblical Foundation of the Course

The subject matter of this course illustrates the biblical concept of justice. Christ calls his followers to “do justice”. Teachers of beginning reading are fighting on the front lines in a war in which we care for the most vulnerable--children, by ensuring that they have the best chance to be educated and to find success in school, in work, and in life. American citizens have been guaranteed the right life, liberty, and the pursuit of happiness. Happiness is linked to achieving our potential, which we cannot do if we cannot read and write. Literacy teachers thus are fighting for justice. The following course map illustrates connections between the biblical concept of justice and the courses biblical examples, assignments, and assessments.

Biblical Foundation Course Concept Map for EDCI 529



Learning Outcomes/Standards

Upon successfully completing this course, the student will be able to:

1. Demonstrate understanding of oral and written language-related development and the reading process.
2. Formulate instructional decisions based on principles of literacy learning.
3. Be able to assess beginning students' reading and writing and place them at levels where they can succeed.
4. Create a plan to effectively manage their students and classroom through strategic scheduling, grouping, and planning for learning centers and the use of technology.

5. Develop guided reading lessons using leveled texts and other appropriate materials, and in those lessons, target specific learning needs while providing appropriate scaffolding.
6. Select, manage, and use a wide variety of text and materials, including digital media.
7. Understand and respect differences in learners' background, culture, languages, and abilities and use that understanding to create environments to empower all learners by capitalizing on their students' strengths and interests.
8. Propose a plan to help their students become lifelong readers who have the skill and will to read.
9. Enhance learning motivation through activities that are appropriate, creative, and practical; provide meaningful learning experiences; actively involve students in the learning process; and support the connection between teacher expectations and student performance.
10. Devise strategies to work cooperatively with their students' parents to support reading development.
11. Teach oral language strategies, phonological and phonemic awareness, concepts about print, as well as letter names, sounds, and written formation.
12. Teach other text-solving and word-solving strategies, including high frequency words, decoding, and spelling strategies.
13. Articulate appropriate strategies for fluency development.
14. Prepare a plan for developing their students' vocabulary.
15. Formulate a strategy for assessing and developing reading comprehension.
16. Create early writing lessons that support beginning reading development.

How the Course Works

“Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click [here](#). Be aware that you will be accountable for the provided information.”

Disclaimer

As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified in writing and face-to-face, in class, if/when any changes are made.

Feedback Plan

Feedback to Students

Feedback on graded assignments will be provided within the eClass gradebook within which you can see feedback files, graded rubrics with comments, and comments on specific assignments. Assignments are graded within 48-72 hours unless otherwise noted by your professor within the syllabus or through a News Forum announcement or email. If you would like additional feedback from your professor, please contact me via email or schedule a phone call or video conference during office hours as posted in the syllabus.

Assessment Plan

Course Assignment Details

Weeks 1 & 2: Running Records Analysis

Listen to the three recordings provided in eClass. Complete a running record while listening to each recording. You will submit your running records to the dropboxes. You should also submit a Word document that contains the following for each recording, answer the following questions: (Recording A dropbox, Recording B dropbox, Recording C dropbox)

- At what level is this text for the student: frustration, instructional, independent? (Standard 3)
- Describe 2-3 instructional decisions you would make to differentiate instruction for this student. (Standard 3)
- How would you seek to motivate this student? (Standard 9)
- Provide a detailed description of a specific activity to use for this student. Provide a rationale that explains why that activity is appropriate, creative, and practical to use for this student. (Standard 11)

This assignment will comprise 5% of your grade.

Weeks 1 & 2 Assessment: Running Record Analysis

Listen to the recording provided in eClass for Module 1 & 2. Complete a running record while listening to the recording. In the dropbox, upload a Word document that includes the following: At what level is this text for the student: frustration, instructional, independent?

Describe 2-3 instructional decisions you would make to differentiate instruction for this student. This assignment will comprise 10% of your grade.

Week 3: Word Solving Lesson Plan and Reflection on Teaching

You need to help your students understand how to word solve when they come to a word they don't know. Develop a lesson plan that includes an objective, materials to be used, instructional procedures, and a method for determining the effectiveness of the lesson. Use the provided lesson plan template. Teach this lesson to someone (preferably a child). Write a reflection on how the lesson went. What worked? What didn't? What would you change before teaching this lesson again? (Chapter 4) (Standard 12) This assignment will comprise 5% of your grade. Lesson plans should be created in this [template](#) and will be graded with the [Lesson Plan Rubric](#).

Week 3: Early Writing Lesson Plan

Early writing supports beginning reading development. Develop a lesson plan for early writing that includes an objective, materials to be used, instructional procedures, and a method for determining the effectiveness of the lesson. Use the provided lesson plan template. (Standard 16) This assignment will comprise 5% of your grade. Lesson plans should be created in this [template](#) and will be graded with the [Lesson Plan Rubric](#).

Week 4: Plan for Fluency and Comprehension Development

Complete a plan for developing your students' fluency and comprehension. Include all of the following elements:

- How will you determine your students' initial fluency and comprehension levels? (Standards 3 and 15)
- How often will you assess after your initial assessment and what will you use to conduct the assessments?
- Plan two mini lessons that you will teach on fluency and/or comprehension. (Standard 2)

- What activities will you do with the whole class, with small groups, and with individual students? (Standard 13)
- Collect 3 websites that you will use throughout the school year as a resource for fluency and comprehension activities.
- How will you enlist the help of parents in helping students become more fluent readers who understand their reading?

This assignment will comprise 10% of your grade in the course. Use this [template](#) for your plan. To be graded with a [marking guide](#).

Week 4: Plan for Vocabulary Development

Complete a plan for developing your students' vocabulary. Include all of the following elements: (Standard 14)

- How will you teach specific words and word learning strategies?
- Plan two minilessons that you will teach on vocabulary. (Standard 2)
- What activities will you do with the whole class, with small groups, and with individual students?
- Collect 3 websites that you will use throughout the school year as a resource for vocabulary activities.
- How will you enlist the help of parents in helping students have a more well developed vocabulary?

This assignment will comprise 5% of your grade in the course. Use this [template](#) for your plan. To be graded with a [marking guide](#) specific to this assignment.

Weeks 5 & 6: Text Factors Lesson Plan

Complete a lesson plan to teach your students how to use text factors to improve comprehension. This assignment will comprise 5% of your grade in the course. Lesson plans should be created in this [template](#) and will be graded with the [Lesson Plan Rubric](#).

Week 5 & 6: Guided Reading Lesson Plan

Develop a guided reading lesson plan using leveled texts and other appropriate materials. Target specific learning needs and explain how you will provide appropriate scaffolding. Use the provided template. (Standard 5) This assignment will comprise 10% of your grade in the course. Lesson plans should be created in this [template](#) and will be graded with the [Lesson Plan Rubric](#).

Week 7: Planning Guide

Develop a planning guide for a thematic unit using [Canva](#). Choose a template you feel is the most beneficial for this assignment. This assignment will comprise 10% of your grade in the course. The planning guide will be graded with the [Planning Guide Rubric](#).

All Weeks: Full-class Discussion Posts

Each week, you will participate in graded full class discussions. By 11:55 p.m. ET on **Tuesday** of each week, your initial post to the full class discussion board is due. By 5:00 p.m. ET on **Friday** of each week, your full class discussion board responses to classmates will be due. Responses to your classmates must show thoughtful, careful reading of their posts and be substantial.

The purpose of full class discussion boards is to encourage collegial collaboration. Look upon full class discussions as a forum through which you can help each other to learn. Discussion forum etiquette will reflect professionalism and respect in all contexts. Full class discussion board posts will be graded. You can locate the Graduate Forum Discussion Rubric by clicking [here](#). Read the rubric carefully.

For discussion post grading purposes, your discussion responses to classmates and your instructor will also be included in your discussion post grades each week. Reference weekly assigned readings to support your thoughts. Citations should be in correct APA 7 format with references listed at the conclusion of your initial post for the week. However, when you cite course readings in your responses to classmates during the remainder of each week, it will not be necessary to include a reference list at the conclusion of your posts that are responses to classmates – unless you choose to cite an outside reading.

Grading feedback will be delivered via eClass gradebook comments and instructor responses in the forums. You are urged to compose your post in MS Word and then copy and paste it into the discussion forum in eClass, as students who compose directly in the textbox of eClass may lose all their work if the computer or eClass freezes or has some other issue. Discussion forum posts will comprise 15% of your grade.

All Weeks: Study Guides

For each module of the course, you have been provided a set of questions as a study guide. You will **not be required to turn in anything in connection with these study guides**. They are provided to help you know what is important to pay particular attention to as you read and will help you do better on your quizzes and exams. While study guides do not comprise any portion of your grade, they can improve your learning in this course.

All Weeks: Quizzes

You will have a quiz each week over the required reading from your text. You will answer 10 multiple choice questions drawn from a bank of possible questions. You will also have some long answer questions on each quiz. You will have two opportunities to take the first quiz in order to allow you to learn what the quizzes in this course will be like. In addition, a study guide for the questions that may be on the long answer portion of your quiz is included in each week of the schedule of assignments. The lowest quiz will be dropped. The quizzes in this course will add up to comprise 15% of your grade.

Week 8: Final

After Week 7 of the course, you will have a cumulative final exam. The final will be comprised of questions that show the depth and breadth of your understanding of the concepts from the entire course. You will be allowed to use resources such as your textbook and other materials from the class for this exam. This exam will comprise 15% of your grade.

Grading Criteria & Weighting

Grade Symbols for the Course

Grade	Percentage	GPA Points
A	90% - 100%	4.00
B	80% - 89%	3.00
C	70% - 79%	2.00
F	0% - 69%	0.00

Course Grading and Weighted Categories

Assignment Category	Final Grade % Weight
Weekly Full-class Discussion Posts (<i>graded with Graduate Forum rubric</i>)	10
Weeks 1 & 2 Practice Assignment: Running Records Analysis	5
Weeks 1 & 2 Prove Assessment: Running Record Analysis	10
Week 3 Word Solving Lesson Plan and Reflection on Teaching	5
Week 3 Early Writing Lesson Plan	5
Week 4 Plan for Fluency and Comprehension Development	10
Week 4 Plan for Vocabulary Development	5
Weeks 5 & 6 Text Factors Lesson Plan	5
Weeks 5 & 6 Guided Reading Lesson Plan	10
Week 7 Create a Planning Guide	10
Weekly Reading Quizzes	10
Final	15
TOTAL	100

Submission Times and Late Work Caution

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All posts are due on Thursday 11:55 p.m. ET and all other assignments are due each Sunday at 11:55 p.m. ET. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a

timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

Communication

Keeping in Touch

To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check their southern.edu email account and the “News Forum” under the **Course Resources** within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

Southern Email

To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to **regularly check their southern.edu email account**. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within **24-48 hours**, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the week 1 reading quiz, your email subject could say something like "EDCI 529 Week 1 Reading Quiz."

Class Meetings/Live Sessions

In this course, we will be having class meetings/live sessions using Zoom each week. You will join the meeting/live session by clicking on the link provided in Course Resources in eClass. The link is also provided at the beginning of the syllabus. You must use a computer with a microphone and webcam. You may also want to purchase a headset with a built-in microphone that has either a stereo jack or a USB plug in, depending on your specific computer. Students without these headsets can struggle to participate fully in meetings/live sessions and may experience echoing or other issues when attempting to speak into their computer’s microphone. Background noise is also minimized with the use of a headset.

When you use Zoom for the first time, you may be prompted to download the software. Follow the prompts to allow this download and to allow the program to run. This process should not take more than a few moments on a high speed connection. You will not need to download the software each time, since after the first time, it will load automatically. It is advised that you attempt to log in to the meeting room for the first time in advance of the scheduled meeting to allow time for you to download and launch the software. Troubleshooting suggestions: If you do not see a prompt and the online meeting room does not load, disable your pop-up blocker. Additionally, if you receive an Adobe Flash error, ensure that you have the latest version of Adobe Flash or have enabled Adobe Flash on this site.

Students may use mobile devices for class meetings/live sessions and will need to download the meeting room app from their app store. Alternatively, you may use your device to go into eClass where you should click the meeting room link provided in Course Resources and follow the prompts for downloading the app. If you plan on using this approach, please ensure that you go through this process well in advance of the class meetings/live session in order to have time for troubleshooting and acclimating to the way Zoom navigates on a mobile device.

If you're having trouble connecting to the class meeting/live session, please contact eClasshelp@southern.edu or gmerchant@southern.edu for assistance. You may also let your online coach know you're having difficulties by posting in the Tech Forum in eClass or by emailing the coach directly. (Coach email address is provided above in the initial portion of the syllabus. If your coach is working during the time that the live session is occurring, he or she may be able to assist you.

These class meetings/live sessions will benefit you by providing the opportunity for you to interact in real time with your professor and fellow students. During live sessions you will be able to ask questions about projects or papers as well as course content. While points are not given in this course for live session attendance, students are expected to attend. Those who have a scheduling conflict and are unable to attend are expected to view the recording of the live session as soon as possible. If you are aware in advance that you cannot attend a live session, you are urged to submit your questions in advance to the professor via email or in the course Q&A forum. During the live session, your questions will be answered for you, and you can watch the recording at your convenience. Please see the course schedule for the tentative day/time of our weekly live sessions. If a live session must be cancelled, your professor will post an announcement in the eClass News Forum as soon in advance as possible.

Question and Answer Forums

You will also see a link to a weekly Question and Answer forum. If you ever have a question, consider posting that question on the Question & Answer (Q & A) forum because classmates can benefit from seeing your question along with the answer you receive from your professor. The Q & A forum is not graded, and it is provided for you to ask questions during each week. Sometimes, classmates will realize they are able to respond to each other's Q & A posts, and we strongly encourage you to help each other in this manner. You may see the question long before your professor does and can help a classmate keep going in their work by posting an answer. If your answer is incorrect or partially incorrect, one of your classmates can comment to correct you or your professor will do so. There is no shame in being wrong but commendation for trying! Remember, you also have an option to email questions to your professor if they are of a personal nature. Post courteously in the Q & A Forum. You should avoid sharing frustrations and instead email those types of things directly to your professor.

Course Schedule/Calendar

	<p>Class meetings are scheduled for Tuesdays 9-10 AM ET.</p> <p>https://southern.zoom.us/my/a071312</p>
<p>Weeks 1 & 2 May 30-June 11 (Introductions and Foundations)</p> <p>Class meeting on Tuesday, June 6 from 9-10 a.m.</p>	<p>Devotional - Read the worship thought included in eClass for this week and, if you'd like, contribute to the Praise and Prayer Request Forum.</p> <hr/> <p>Read & Watch - Weeks 1 & 2</p> <ul style="list-style-type: none"> ● View Syllabus and the Meet the Professor Video. ● Read the following chapters in your textbook: <ul style="list-style-type: none"> ○ Chapters 1, 2, AND 3 ○ Read at least one of the following: <ul style="list-style-type: none"> ■ Dunn, J. (2013). Left Behind: Literacy is today's civil rights issue. ■ Shulman, J. (2018) A right to literacy as the "Pathway from Slavery to Freedom"? ■ Crisis Point: The State of Literacy in America ● View the following: <ul style="list-style-type: none"> ○ Lecture 1: Becoming an Effective Teacher of Reading (in eClass) ○ Lecture 2: Examining Children's Literacy Development (in eClass) ○ Lecture 3: Assessing Children's Literacy Development (in eClass) ○ Lecture: Running Records (in eClass) ○ Lecture: Early Reading <ul style="list-style-type: none"> ■ Kindergarten Reading Assessment ■ Running Records 1 ■ Running Records 2 ■ Running Records: Assessing and Improving Students' Reading Fluency and Comprehension ■ Watch at least 2 videos from each of the following playlists: <ul style="list-style-type: none"> ● Concepts of Print ● Letter-Sounds and Phonics ● Oral Language and ELL ● Phonemic Awareness ○ Explore: <ul style="list-style-type: none"> ■ Literacy Footprints ■ http://www.readingrockets.org/ ■ https://www.readinga-z.com/ ■ Building the Foundation: A Suggested Progression of Sub-skills to Achieve ○ Grade 1 Reading Units of Study (in eClass Prepare) ○ Top Print Awareness Apps ○ Phonological Awareness ○ SOLOM (assessment for English Language Learners) ● Extra Readings for Weeks 1 & 2 (not required but helpful) <ul style="list-style-type: none"> ○ Phonological Awareness (in eClass) ○ Phonemic Awareness (in eClass) ○ Oral Language and Vocabulary Development PDF (in eClass)

Assignment -

- Running Record Analysis A, B, and C (Due 6/11/23)
Listen to the recordings below. Complete a running record while listening to each recording. You will submit your running records to the dropboxes. You should also submit a Word document that contains the following for each recording, answer the following questions: (Recording A dropbox, Recording B dropbox, Recording C dropbox)
 - At what level is this text for the student: frustration, instructional, independent? (Standard 3)
 - Describe 2-3 instructional decisions you would make to differentiate instruction for this student. (Standard 3)
 - How would you seek to motivate this student? (Standard 9)
 - Provide a detailed description of a specific activity to use for this student. Provide a rationale that explains why that activity is appropriate, creative, and practical to use for this student. (Standard 11)

Discussion -

Weeks 1 & 2 Discussion : Introduction--As a Person and as a Teacher of Reading (Initial post due 6/6/23; Responses due 6/9/23)

In your discussion post for this module, thoroughly answer **each** of the following prompts.

- Who are you? Tell us about yourself. What's your background as an educator? Tell us some of the goals you have for this class.
- What do you currently do to help your students become LIFELONG readers and writers who have the skill and will to read? What is something new you plan to do this year with the goal of helping them be? (Standard 8)
- How do you seek to understand your students' backgrounds, cultures, languages, and abilities? What do you do to create an environment in your classroom to empower all learners by capitalizing on their strengths and interests? (Standard 7)
- What do you currently do to work cooperatively with your students' parents/guardians to support reading development? Describe two ideas that you will implement in the upcoming school year with this goal in mind. (Standard 10)

Assessment -

Running Record Summative Assessment (Due 6/11/23)

Listen to the Running Record Summative Assessment recording in eClass.

Complete a running record while listening to the recording.

At what level is this text for the student: frustration, instructional, independent?

Describe 2-3 instructional decisions you would make to differentiate instruction for this student.

Weeks 1 & 2 Quiz over textbook chapters 1, 2, & 3 (Due 6/11/23)

Study Guide for Weeks 1 & 2 Quiz Long Answer Questions

- List and explain the 4 cueing systems which children and adults use as they read, write, listen, and talk. (Chapter 1)
- Explain the term balanced literacy and identify three components of a balanced literacy program. (Chapter 1)
- Select one of the following and describe its basic principles: Literature Focus Units OR Literature Circles OR Reading and Writing Workshop. (Chapter 1)
- Describe a major belief of each theorist: Jean Piaget, Lev Vygotsky, and John Dewey. (Chapter 1)
- Young children move through three broad stages as they learn to read and write. Identify and describe the three stages. (Chapter 2)
- Morning message is an effective technique in literacy instruction for emergent readers. Describe this technique. How can morning messages evolve into an interactive writing activity? (Chapter 2)
- Identify two reasons why students who are English Learners may have difficulty learning to read. (Chapter 3)

Week 3

June 12 - 18

Building Blocks of Literacy

[Class meeting](#) on Tuesday, June 13, 9-10 a.m.

Devotional - Read the worship thought included in eClass for this week and, if you'd like, contribute to the Praise and Prayer Request Forum.

Read & Watch -

- Read the following chapters in your textbook:
 - Chapter 4 AND 5
- View the following:
 - Lecture 4: Cracking the Alphabetic Code
 - Lecture 5: Learning to Spell
 - [Elkonin Boxes](#)
- Explore:
 - [Spellingcity.com](#)
 - [Puzzle-maker.com](#)
- Extra Readings for Week 3 (not required but helpful)
 - [The Alphabetic Principle](#)
 - [Phonics Instruction](#)
 - [Teaching the Alphabetic Code: Phonics and Decoding](#)
 - [Reading 101: A Guide to Teaching Reading and Writing](#)
 - [Free Phonics Books](#)
 - [Free Phonics Apps](#)
 - [Yopp-Singer Test of Phoneme Segmentation](#)
 - [DIBELS free materials with new 8th edition](#)
 - [DIBELS Next by original authors of DIBELS is now Acadiencelarning.org Access the Acadience Reading Assessment Manual](#)
 - [Words Their Way article and video](#)
 - [Getting Started: The Assessment of Orthographic Development](#)
 - [Phonics Knowledge Quiz](#)

Assignment - Week 3 (Due 6/18/23)

- Word Solving Lesson Plan and Reflection on Teaching
- Early Writing Lesson Plan

Discussion - Week 3 (Initial post due 6/13/23; Responses due 6/16/23)

In your discussion post for this module, thoroughly answer each of the following prompts.

What do you know about teaching phonemic awareness, phonics, and spelling? What has been successful that you've done to teach these? What do you want to know more about teaching these? Where have you struggled as a teacher? Where have your students struggled? What will you do differently next year as a result of what you're learning in this course? (Standard 16)

Assessment -

- Week 3 Quiz over textbook chapters 4 & 5 Due 6/18/23
- Phonics knowledge quiz:
<https://readingsimplified.com/test-phonemic-awareness-phonics/>
(You do not have to turn in this quiz. Simply take it to help you know more about your knowledge of phonics.)

Study Guide for Quiz Long Answer Questions

- Many teachers use Elkonin boxes to teach children to segment words. What is an Elkonin box? Describe the way a teacher could use an Elkonin box in a literacy lesson in a primary classroom. (Chapter 4)
- Although phonics is an important part of reading and writing instruction, many educators believe it is crucial that children be involved in real reading and writing activities as they learn phonics. How can teachers integrate phonics instruction when they are reading a book to a primary class? (Chapter 4)
- Explain the difference between phonemic awareness and phonics. (Chapter 4)
- List 3 components of a complete spelling program and explain why they are important to include. (Chapter 5)
- Traditionally teachers have told children to "sound out" words they are trying to spell. It may be more effective, however, to tell children to "think it out" when they are trying to spell an unfamiliar word. What does a teacher mean when he tells a student to spell a new word by "thinking it out"? (Chapter 5)

**Week 4
June 19 - 25**

Devotional - Read the worship thought included in eClass for this week and, if you'd like, contribute to the Praise and Prayer Request Forum.

**Reading
Fluently with
Understanding**

Read & Watch - Week 4

- Read the following chapters in your textbook:
 - Chapter 6, 7, AND 8
- View the following:
 - Lecture 6: Developing Fluent Readers and Writers

Class meeting on
Tuesday, June
20, 9-10 a.m.

- Lecture 7: Building Word Knowledge
- Lecture 8: Facilitating Children's Comprehension: Reader Factors
- 3 videos from the following playlist: Reading Fluency and Expression
- [Think Alouds: Modeling Ways to Think about Text](#)
- Explore: [Fluency Boot Camp](#)
- Supplemental Readings for Week 4 (not required but helpful)
 - [How the Digital Age Changes Literacy Education](#)
 - [10 Ways to Improve Reading Fluency](#)
 - [How to Teach Fluency So It Takes](#)
 - [Fluency Teaching Ideas](#)
 - [What Is Fluency](#)
 - [Fluency Lesson Example LP](#)
 - [Fluency Scale for Primary Students](#)
 - [8 Steps to Successful Classroom Reader's Theater](#)
 - [Using Story Innovation to Teach Fluency, Vocabulary, and Structure](#)

Assignment - Week 4 (Due 6/25/23)

- Plan for Fluency and Comprehension Development
- Plan for Vocabulary Development

Discussion - Week 4 (Initial post due 6/20/23; Responses due 6/23/23.)

In your discussion post for this module, thoroughly answer each of the following prompts.

Some students cannot read fluently or comprehend grade level text. How do you help your students succeed in literacy as well as in their content area reading? What problems have you faced in this regard? What comprehension strategies will you teach your students by introducing, modeling, providing guided practice, and providing independent practice? Write a sample script of what you might say to your students as you introduce the idea of using comprehension strategies OR a specific comprehension strategy.

Assessment -

Week 4 Quiz over textbook chapters 6, 7, & 8: Due 6/25/23

Study Guide for Quiz Long Answer Questions

- Identify and explain the 3 components of reading fluency. (Chapter 6)
- What is the relationship between reading fluency and comprehension? (Chapter 6)
- Explain the Matthew Effect. Discuss ways in which the Matthew Effect relates to literacy instruction. (Chapter 7)
- Children learn many words incidentally. Identify and explain 2 ways in which children learn words incidentally. (Chapter 7)
- The classroom library should contain books that will enable students to apply comprehension strategies. What factors should teachers consider when they are selecting books for their students? (Chapter 8)

	<ul style="list-style-type: none"> Describe three ways in which teachers can assess their students' comprehension. (Chapter 8)
<p>Weeks 5 & 6</p> <p>June 26 - July 9</p> <p>Guided Reading and Literacy Rotations</p> <p>Class meeting on Tuesday, June 27, 9-10 a.m.</p>	<p>Devotional - Read the worship thought included in eClass for this week and, if you'd like, contribute to the Praise and Prayer Request Forum.</p> <hr/> <p>Read & Watch- Week 5 & 6</p> <ul style="list-style-type: none"> Read the following chapters in your textbook: <ul style="list-style-type: none"> Chapter 9 AND 10 View the following: <ul style="list-style-type: none"> Lecture 9: Facilitating Children's Comprehension--Text Factors Lecture 10: Scaffolding Children's Reading Development Lecture: Scheduling and Grouping Lecture: Literacy Rotations and Guided Reading Guided Reading with Jenna (watch the entire series) Explore: <ul style="list-style-type: none"> Making words - How to conduct a word work lesson during a guided reading group All about the making words strategy Thinkbuilder: Creating your guided reading groups https://newsela.com/ https://www.getepic.com/sign-in https://www.storyboardthat.com/ https://bookcreator.com/ Extra Readings for Weeks 5 & 6 (not required but helpful) <ul style="list-style-type: none"> Guided Reading in the Primary Classroom Classroom Management for Reading (Roskos, 2012) Guided reading documents Guided Reading 101 <hr/> <p>Assignment - Week 6 (Due 7/9/23)</p> <ul style="list-style-type: none"> Text Factors Lesson Plan Guided Reading Lesson Plan <hr/> <p>Discussion - Weeks 5 & 6 Discussion (Initial post due 7/4/23; Responses due 7/7/23)</p> <p>In your discussion post for this module, thoroughly answer each of the following prompts.</p> <p>Create a plan for guided reading and literacy rotations for the upcoming school year. Explain how you will manage students who are not at guided reading. What centers will you use regularly? What centers will you have only during certain units or time periods? Where will you find the materials for centers and for teacher time (guided reading)? What materials/texts/resources do you already have that you can use in these centers? Which items will you purchase and how will you purchase those materials? How will you manage your materials? Given that today, many useful resources are available digitally, explain at least two types of digital media will you use and tell where you'll obtain them, providing links. How many groups will you have? What schedule will you use? What signal will you use to signal that it's time to rotate to a different center? How will students know which center to rotate to next? How will</p>

you provide accountability for work done in the centers? How often will you assess each group of students? Will your groups be homogeneous or heterogeneous? How will you decide on group membership and how often will group membership change? What will you communicate to parents about what happens in guided reading and why their child is in a particular group? How will you communicate to students about their progress? (Standard 4 & 6)

Assessment - (Due 7/9/23)

Weeks 5 & 6 Quiz over textbook chapters 9 & 10 (Due 7/9/23)

Study Guide for Quiz Long Answer Questions

- Why is it important for children to learn about text factors? (Chapter 9)
- Why is it often helpful for children to reread familiar books? (Chapter 9)
- How does shared reading differ from reading aloud? (Chapter 10)
- Identify the five stages of the reading process. For each stage, write one to three sentences to tell what occurs in that stage. (Chapter 10)

Week 7

July 10 - 16

[Class meeting](#) on Tuesday, July 11, 9-10 a.m.

Writing Development and Thematic Units

Devotional - Read the worship thought included in eClass for this week and, if you'd like, contribute to the Praise and Prayer Request Forum.

Read & Watch - Week 7

- Read the following chapters in your textbook:
 - Chapter 11 AND 12
 - View the following:
 - Lecture 11: Scaffolding Students' Writing Development
 - Lecture 12: Integrating Literacy Into Thematic Units
 - The Writing Process <https://www.youtube.com/watch?v=KGImUx4zg64>
 - Supplemental Readings for Week 7 (not required but helpful)
 - [Dialogue Journals](#)
 - [Ideas for Teaching Writing to Middle School](#)
 - [Blogging in the 21st Century Classroom](#)
 - [5 Engaging Uses for Letters in Your Classroom](#)
-

Assignment - Week 7 (Due 7/16/23)

- Create a Planning Guide
-

Discussion - Week 7 (Initial post due 7/11/23; Responses due 7/14/23)

In your discussion post for this module, thoroughly answer each of the following prompts.

Have you taught a thematic unit? If so, what was the unit about? How were reading and writing used in the unit? What went well and what didn't go as planned? What projects, assignments, and assessments did you use during the thematic unit?

	If you haven't used a thematic unit, what topic would you do a thematic unit on? How could you use reading and writing in the unit? What do you think the benefits and challenges of using a thematic unit would be? What projects, assignments, and assessments could be used?
Week 8 July 17 - 21 Synthesizing Your Learning	Final--(Due 7/21/23 at 5 p.m. ET.) NO class meeting this week

Appendix A: Southern School of Education & Psychology Conceptual Framework for Professional Education Programs

To Serve, To Lead, To Transform

The Mission – School of Education & Psychology

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal – Professional Education Programs

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

The Core Objectives and Expected Proficiencies

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Demonstrating an ideal of fairness and belief that all students can learn
- Recognizing and respecting diversity, individual worth, and integrity
- Considering the influence of community, school, and family context
- Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Providing nurturing environments, services, and programs
- Demonstrating understanding of central concepts
- Demonstrating understanding of how individuals develop
- Meeting the needs of a diverse student population
- Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:

- Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
- Using theory, based on scientific research, to enhance pedagogical and professional practice
- Using formal and informal assessments to make informed professional decisions
- Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Collaborating with peers and consulting with professionals
- Demonstrating professional, legal, and ethical responsibilities
- Participating in opportunities to achieve professional excellence
- Recognizing the value of health and a commitment to a lifestyle of wellness
- Demonstrating appropriate communication skills