

**2014-2015**

<b>COURSE TITLE:</b>	<b>EARLY READING</b>
<b>Instructor:</b>	<b>Margaret Strerz</b>
<b>Office Hrs:</b>	<b>Wednesdays 3:00-5:00 p.m.</b>
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**COURSE DESCRIPTION**

Reading instruction information including strategies and materials suited for teaching young children to read. Intended to supplement the Early Literacy course, [Education 4013](#), in the Professional Year.

**FOUNDATIONS OF PROFESSIONAL PRACTICE**

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The principles of the Ontario College of Teachers' (OCT) *Professional Standards* have been embedded in the learning expectations for this course. Visit <http://www.oct.ca/public/professional-standards>

**COURSE OBJECTIVES**

Education 3013 Early Reading is designed to prepare beginning teachers with the knowledge and skills necessary for the effective instruction of reading. This .25 course outlines the essential, interactive components of effective reading instruction and complements the Language Arts courses 4012, 4013. It addresses the following: the goals of reading instruction; the knowledge and skills children need to become effective readers; research based instruction; and assessment and evaluation.

An essential course component of the Early Reading course, linking research, theory and practice, is the weekly participation in Literacy Coaching of individuals or small groups of children in either the Public or Separate elementary schools (Separate PPOD#1, Public PPOD #2, 3, 4 & 5). This partnership with schools (for the Literacy Coaching requirement of the course) allows beginning teachers to observe the implementation of reading practices, to collaborate with mentor teachers, and to support the development of teaching skills needed to manage the range of reading levels and instructional challenges they will encounter in their classrooms. The repertoire of implementation skills to be learned is extensive and the time needed to develop and refine those skills is substantial.

**LEARNING OUTCOMES**

The expectations of this course are that students will:

- demonstrate an understanding of the principles of an effective reading program;
- understand the role of learners in their own language development;
- demonstrate knowledge of the Ontario Ministry of Education Language Curriculum and resource documents;
- demonstrate skills in the selection, planning, implementation, and evaluation of learning experiences which promote reading development;
- understand how to accommodate and modify expectations, teaching strategies and assessment practices based on the developmental and/or special needs of students;
- inquire into classroom practice through reflection, active engagement and collaboration;
- understand how to create inclusive and equitable learning environments that address the diversity of learners;
- be an active and supportive colleague / participant in our classroom learning community.
- recognize that ongoing professional growth that informs practice supports a commitment to students and student learning (*Standards of Practice for the Teaching Profession*).

**COURSE REQUIREMENTS**

Teacher Candidates are required to:

- complete all assigned readings from the course text and other related literature literature and BE PREPARED to discuss these in class;

- contribute respectfully to in-class discussions;
- arrive punctually for ALL classes. After missing two classes or arriving late on more than two occasions, a notification will be sent to the chair of undergraduate studies;
- contact the instructor in advance of any absence (via email);
- collaborate with peers on the development and completion of tasks/projects in-class and as assigned;
- practise and value reflection and collaboration as a means to professional growth;

*The expectations of this course are that teacher candidates will conduct themselves in a professional manner that reflects the Standards of Practice for the Teaching Profession as outlined by the Ontario College of Teachers. To that end, teacher candidates are expected to:*

- behave in a manner consistent with the teaching profession and in a manner that augments all forms of communication;
- adhere to codes of conduct in host environment;
- adhere to the ethical standards of the teaching profession (care, trust, respect and integrity).

## TEXTS/READINGS

### REQUIRED TEXT

Cecil, Nancy Lee (2011). *Striking a Balance, A Comprehensive Approach to Early Literacy* 4<sup>th</sup> edition, Scottsdale, Arizona: Holcomb Hathaway.

### RECOMMENDED TEXTS AND RESOURCES

Ministry of Education and Training. (2003). *Early Reading Strategy, The Report of the Expert Panel on Early Reading in Ontario*. Toronto, ON: Queen's Printer.

Ontario Ministry of Education. (2011). *The Early Learning-Kindergarten program, draft*. Toronto: Author.

Ministry of Education and Training. (1997). *The Ontario Curriculum grade 1-8: Language*. Toronto, ON: Queen's Printer.

Ministry of Education and Training. (2003) *A Guide to Effective Instruction in Reading Kindergarten to Grade 3*. Toronto, ON: Queen's Printer.

CIERA and NIFL (2001) *Put Reading First, The research Building Blocks for Teaching Children to Read*. Partnership for Reading and U.S. Department of Education.

Booth, David (1999). *Guiding the Reading Process*. Markham, ON: Pembroke Publishers.

Culham, Ruth (2005). *6+1 Traits of Writing: The Complete Guide for the Primary Grades*. New York: Scholastic

Cunningham, Patricia (2000). *Phonics They Use* (3rd ed.). Don Mills, ON: Longman.

Fountas, Irene & Pinnell, Gay Su (1996). *Guided Reading*. Portsmouth, NH: Heineman.

Kimbell-Lopez, Kimberly (2010). *READ: Seventy strategies to Support Reading Success*. Danvers, MA: John Wiley and Sons, Inc.

Meyerson, Maria & Kulesza, D. (2002). *Strategies for Struggling Readers*. Columbus, Ohio: Merrill Prentice Hall.

Snow, C. E. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Arlington, VA: RAND.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1999). *Preventing reading difficulties in young children*. Washington, DC: National Research

Yopp, H. & Yopp H. K. (2001). *Literature - based Reading Activities*, third edition. Toronto, ON: Allyn and Bacon.

<http://www.eworkshop.on.ca>- eWorkshop provides support and resources for Ontario elementary and kindergarten school teachers on topics such as: Running records, Guided Reading, Media Literacy

<http://www.readingrockets.org/audience/teachers/> - research based information on teaching children to read and helping those who struggle

<http://www.noelonline.ca/list.php?op=readmore&code=G22> for additional information on running records; an online course

**COURSE CONTENT/TOPICS**

*Note: Although all topics/content will be covered, they may not occur in the exact sequence indicated. Some of the topics may be covered over more than one session.*

- An Introduction to Reading
- Running Records
- Phonemic Awareness
- Phonics and Decoding Strategies
- Reading Comprehension strategies
- Mentor Texts
- Activities to support reading instruction
- Reader’s Response
- Reading Assessment

**ASSIGNMENTS AND EVALUATION**

- All assignments will be discussed in class. Criteria for evaluation of assignments will be reviewed when the assignments are discussed.
- All assignments should be handed in directly to the instructor.
- All assignments must be typewritten/word processed unless otherwise directed.
- Request and rationale for late submissions of assignments must be discussed with the instructor **prior** to the due date and a minimum of 10% shall be deducted for late submissions. The instructor will consider mitigating circumstances in the application of the late submission penalty. Extended deadlines resulting from a provable, documented emergency will not be penalized;

**LEVELLING**

When assignments are levelled, the rubrics represent an analysis of the marking by criteria. The overall mark is assigned based on the Faculty of Education Assessment Rubric.

<http://education.lakeheadu.ca/undergraduate/uploads/Microsoft%20Word%20-%20Professional%20Grading%20Policy-1.pdf>

The following conversion for levelled marks will apply:

Level	Grade	Descriptor
5+	98	Extraordinary Unique and original
5	95	
5-	92	
4+	88	Exceptional
4	85	
4-	82	
3+	78	Well done Meets expectations
3	75	
3-	72	
2+	68	Adequate
2	65	
2-	62	
1+	58	Incomplete
1	55	
1-	52	
0	0 – 48	Failure

ASSIGNMENT	DUE DATE (subject to change)	COURSE %	ACTUAL
Literacy Coaching Logs First Term	Weekly submission	30%	
Running Record Task	Week 5: Oct. 6	10%	
Test	Week 8: Oct. 21	15%	
Literacy Coaching Logs: Second Term	Weekly submission	30%	
Reading Application task (in class)	Week 14: Feb 3	15%	

### **LITERACY COACHING SESSIONS AND FIELD LOGS (due weekly first term 30% and second term 30%)**

Effective assessment is ongoing and fully integrated into the teaching learning process. The weekly tutoring of individuals or small groups of children provides information about student strengths and needs; how students might best learn; as well as the effectiveness of the strategies you are using to support the learning. You will have opportunities to observe children, to analyze and adapt programming to improve student successes. Collaborating with the mentoring teacher associate will also develop your repertoire of skills.

Maintain a log, each week, recording the learning activities undertaken each week as a Literacy coach. Information about assigned task expectations, observations outlining the progress children accomplished and the next steps for learning will be included.

### **RUNNING RECORD READING ASSESSMENT TASK (10%)**

This assessment, based on the running record, will include the interpretation, scoring and analysis of errors and miscues; the recommended instructional level; fluency and comprehension follow-up; as well as the recommendations for the future teaching/learning needs of the child.

### **TEST (15%)**

The test will be based upon course readings, lectures, and presentations. The format for the test may include a combination of any of the following: multiple-choice responses; true or false statements; matching; short answers.

### **READING APPLICATION TASK (in-class) 15%**

Prior to the date of the in-class task students will choose a picture book for the primary division and write a summary of the book as well as a rationale for the book selection. In class students will answer a number of questions related to the use this book in a primary class (e.g. instructional strategies and approaches, comprehension strategies, reader's response etc.)

### **Timely Feedback** (University Regulation XII)

Visit <http://navigator.lakeheadu.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&topicgroupid=9457>

25% feedback for term courses

30% feedback for year courses

Fall term = October 10

Winter term = February 13

Yearlong = January 23

## **RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES**

### **INCOMPLETE STANDING** (University Regulation, V Standing)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3080&topicgroupid=9348&loaduseredits=False>

### **ACADEMIC MISCONDUCT** (University Regulation, IX Academic Misconduct)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3080&topicgroupid=9352&loaduseredits=False>

### **THE FACULTY OF EDUCATION ASSESSMENT RUBRIC**

<http://education.lakeheadu.ca/undergraduate/uploads/Microsoft%20Word%20-%20Professional%20Grading%20Policy-1.pdf>

### **EDUCATION ACADEMIC REGULATIONS**

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=2898&loaduseredits=False>

### **Advisement: CELL PHONES, PDAs etc. [inclusion optional]**

The Faculty of Education cautions Professional Year Candidates that the use of cell phones, personal digital assistants (PDAs), handhelds, etc., in class for personal communications (whether checking voice mail, reading or sending text messages, or making conventional telephone calls) is professionally unacceptable in the context of a class or while a formal presentation is in progress. Moreover, since digital image capturing devices in cameras, cell phones, and PDAs have the potential to be used in a manner that violates the privacy of instructors and students, the Faculty of Education requests that such devices be used only with the prior permission of the person(s) to be photographed.

Most Canadian schools require that cell phones, etc. not be used during hours of instruction. The Faculty of Education requests that students power off or mute their PDAs during classes, presentations, tests and exams, and that, while on practicum, teacher candidates not use them in a way that contravenes the school's or board's protocols.