CIEP M38: Instructional Methods for K-3: Reading and Literacy

SPRING SESSION 2014

Instructor: Michelle Lia
Phone: Office 312-915-6925/ Mobile 630-254-1329
e-mail: milia@luc.edu

Time: Tuesday 4:15-6:45
Classroom: MUND 205
Office hours: by appointment

Course Description
The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K – 3 elementary classrooms and will emphasize the scientific foundations of reading instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state and Common Core Standards will be emphasized. These strategies, trends, and research will be meaningfully connected with the teaching of literacy via science, social studies, and other content areas. The needs of all children including those with special needs based on exceptionalities or on diversity of language or culture will be embedded in all course experiences to promote literacy development. Current multi-cultural children’s literature will be used in simulated classroom teaching experiences. Clinical experiences, supervised by the faculty team, will provide opportunities for students to connect teaching theory with classroom practice.

Clinical Experiences
This course includes a practicum experience designed to provide candidates with experience and supervision in teaching children in grades K-3. Candidates are responsible for completing 1.5 clinical days per week at their assigned school sites. These hours are shared across all M courses this semester.

Course Objectives and Standards
In combined experiences from course readings, demonstrations, modeling, mini-lessons, and discussions, along with clinical hours on-site participation, by the end of the semester, a student enrolled in CIEP M38 will demonstrate beginning competence in the knowledge base, skills, and strategies stated in the Illinois Professional Teaching Standards and ECE with which this course is aligned as follows:

Curriculum and Content Knowledge

STANDARD 1 – Curriculum
The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children’s competence across all developmental areas and content areas. [26.110] (ECE)

STANDARD 2 – Curriculum: English Language Arts
The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations. [26.120] (ECE)

II. Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence based practice. [IPTS]
Human development and learning

STANDARD 8: The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three. [26.180] (ECE)

Diversity

STANDARD 9: The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three. [26.190] (ECE)

I. Teaching Diverse Students — The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. (IPTS)

Planning for Instruction

STANDARD 10: The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals. [26.200] (ECE)

III. Planning for Differentiated Instruction — The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. (IPTS)

Learning Environment

STANDARD 11: The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children’s developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [26.210] (ECE)

IV. Learning Environment — The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. (IPTS)

Instructional Delivery

STANDARD 12: The competent early childhood teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills. [26.220] (ECE)

V. Instructional Delivery — The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student. (IPTS)

Communication

STANDARD 13: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. [26.230] (ECE)

VI. Reading, Writing, and Oral Communication — The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. (IPTS)

Assessment

STANDARD 14: The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children. [26.240] (ECE)

VII. Assessment — The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. (IPTS)
Collaboration and Professional Reflection

STANDARD 15 — Collaborative Relationships
The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children’s learning and well-being. [26.250] (ECE)

STANDARD 16 — Reflection and Professional Growth
The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [26.260] (ECE)

VIII. Collaborative Relationships — The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. (IPTS)

Professional Conduct and Leadership

STANDARD 17 — Collaborative Relationships
The competent early childhood teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve children’s learning and well-being. [26.270] (ECE)

Required texts

Required Readings on Sakai There are several articles and resources posted under Readings.

Conceptual Framework and Diversity
“Professionalism in Service of Social Justice” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Courses in the ECSE certification program have been designed to assist students in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. This involves a specialized set of competencies, some of which will be emphasized in this course. The following Conceptual Framework Standards are specifically addressed in these courses:

<table>
<thead>
<tr>
<th>Conceptual Framework Standards: M38</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF1: …an understanding of a current body of literature and are able to critically evaluate new practices and research in their field</td>
<td>Philosophy of Teaching Literacy Essay</td>
</tr>
<tr>
<td>CF2: …knowledge and skills in a variety of school and professional settings.</td>
<td>Clinical Experience</td>
</tr>
<tr>
<td>CF3: …an understanding of issues of social justice and inequity.</td>
<td>Philosophy of Teaching Literacy Essay</td>
</tr>
<tr>
<td>CF4: …skills that will enable them to work effectively with diverse clients.</td>
<td>Reader Case Study</td>
</tr>
<tr>
<td>CF5: …technological knowledge and skills which enhance education.</td>
<td>In-class assignments</td>
</tr>
<tr>
<td>CF6: …professional decision-making skills and behaviors in advancing social justice and service.</td>
<td>Reflection Journal</td>
</tr>
<tr>
<td>CF7: …how moral and ethical decisions shape actions directed toward service to others.</td>
<td>Clinical Experience</td>
</tr>
<tr>
<td>CF8: …an ability to apply principles in professional decision-making.</td>
<td>Lesson Plans and Clinical experience</td>
</tr>
</tbody>
</table>
Assignments

1. Philosophy of Teaching Literacy
   - THIS WILL BE INCLUDED with LESSON PLAN ASSIGNMENT
   - Write a 3-5 page essay depicting your philosophy of teaching literacy to meet the needs of all students. This should include specific personal experiences in reading and writing that have influenced your beliefs as well as established theories. Explain how you plan to blend theory with practice in a K-3 classroom setting. Use specific experiences as a student and preservice teacher to provide evidence of your philosophy. This essay should follow APA 6th edition formatting—citing all sources—and be submitted on Sakai. [26.120] (ECE), [26.180] (ECE), [26.220] (ECE), [II] (IPTS), [V] (IPTS)

2. Reflective Journals
   - Reflect each week upon your clinical experience and its connection to course reading and class discussion.
   - Read class members’ journal entries and respond to at least 2 other reflections—in class.
   - Consider how content from your weekly readings are reflected in practice
   - What impact does the clinical experience have on your beliefs about teaching literacy?
   - Specific prompts may be given during class [26.260] (ECE)

3. Lesson Plans
   - Candidates will evaluate one lesson plan/planning format from their clinical site using an assigned framework, then create three (3) lesson plans of their own which align with various planning frameworks to be discussed in class. The candidates teach one lesson to the university class and receive peer and faculty feedback. If possible, candidates will teach this lesson at their practicum site after reflection and revisions have been made during the class presentation session. The candidates are allowed one rewrite on the plan after faculty has made comments. Detailed instructions will be provided after clinical placements have begun. [26.110] (ECE), [26.120] (ECE), [26.180] (ECE), [26.190] (ECE), [26.200] (ECE), [26.220] (ECE), [26.230] (ECE), [I] (IPTS), [II] (IPTS), [III] (IPTS), [V] (IPTS), [VI] (IPTS)

4. Integrated Unit with Differentiated Instruction Plan
   - For this assessment, candidates create a unit that is focused on three main areas: assessment, differentiation for students with special needs, and the integration of multiple areas of instructional content (e.g., mathematics/science, social studies/the arts, reading/writing/the arts).
   - An extensive assignment description is available on Sakai
   - The unit will be submitted on LiveText and presented in class.

5. Reader Case Study
   - Gather background information regarding a struggling reader (personal interests, family life, school attendance, friendships, etc.)
   - Identify the student’s reading level, reading strategies, concepts of print, phonological awareness, and writing/spelling levels using chosen assessments (these assessments should be included in the appendices)
   - Create an instructional plan reflective of collected data to improve the child’s literacy skills. Make connections to psychological and linguistic foundations of reading and writing processes and instruction, and language development and reading acquisition and the

6. In-class assignments
   - These assignments will be assigned and completed during class sessions. In some cases they will involve pre-planning and materials to be brought to class. All instructions from in-class work will be provided during class sessions.

7. Clinical II attendance and professionalism
   - Each candidate must complete all clinicals and hours in order to receive credit for this portion of the course. Clinical hours provide an opportunity for candidates to demonstrate an understanding of all course objectives. In addition, each candidate will be evaluated by site-based and university clinical supervisors on their professionalism and skills. These points will not be assigned until all clinical hours are completed. Missing clinical hours result in automatic failure of CIEP M38.

8. Book Talks and Read Aloud Texts
   - Each candidate will choose one chapter book that would be a good read aloud for a K-3 classroom and three (3) picture books that would make good read alouds for K-3. At least one of the picture books must be science-related, and at least one picture book must be social studies-related. Candidates will share all four titles in class. One handout for each title (four handouts total) will be submitted. A sample of a handout is presented in class.

8. Quizzes
   - There will be three quizzes throughout the semester that address course readings

### Assignments and Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS FOR CLASS:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Journals (5)</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>30</td>
</tr>
<tr>
<td>3 + 1 Lesson plans</td>
<td></td>
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<tr>
<td>Includes reflections</td>
<td>25</td>
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<tr>
<td>Literacy Philosophy Paper</td>
<td>30</td>
</tr>
<tr>
<td>Reader Case Study</td>
<td>35</td>
</tr>
<tr>
<td>Book Talks, Read Aloud selections and handouts</td>
<td>45</td>
</tr>
<tr>
<td>(4 total: 1 chapter book, three picture books; handouts for each)</td>
<td></td>
</tr>
<tr>
<td>In-Class Assignments</td>
<td>20</td>
</tr>
<tr>
<td><strong>CLINICAL ASSIGNMENTS:</strong></td>
<td></td>
</tr>
<tr>
<td>Clinical II attendance and professionalism</td>
<td>50</td>
</tr>
<tr>
<td>Attendance – 25</td>
<td></td>
</tr>
<tr>
<td>Professionalism – 25</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>260</td>
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</table>
IDEA Objectives for the Faculty Information Form

To facilitate the process for online course evaluations, please include on your syllabus 3 – 5 objectives that you would indicate as an essential or important objective for this course. Multiple sections of the same course should have the same essential and/or important objectives. Be sure to rate these objectives as essential or important on your Faculty Information Form for the IDEA online course assessment, and to rate the remaining objectives as minor. The 12 objectives are listed below:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml).

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/).

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/).

Conceptual Framework

Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework—Professionalism in Service of Social Justice—is exemplified within the context of that particular course. Please be sure to state the conceptual framework, as well as thoughtfully elaborate on how it
is exemplified within the context this course. If this course houses a Core assessment for one or more of the CF Standards for your program area it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. Our conceptual framework is described here: [http://www.luc.edu/education/mission/](http://www.luc.edu/education/mission/) Please feel free to use all or part of this on your syllabus.

Dispositions

This is a new requirement: Each syllabus is required to have a statement describing what SOE dispositions will be assessed in this course. These dispositions, Professionalism, Fairness, and the Belief that all students can learn, are indicators of growth for different levels in the program. Full transparency will be critical to ensure that candidates are able to meet the expectations of the developmental disposition standards. Please be sure to state the disposition that will be assessed in the course along with the rubric that will be used. Developmental disposition data will be available every semester to programs (or as needed) so programs can handle issues as they arise.

Technology

Each syllabus is required to have a statement explaining how technology is integrated into the framework of the course.

Diversity

Each syllabus is required to have a statement relating to diversity and how it is addressed in the context of the course.

Teacher Prep Courses with Clinical Components

If you are unsure about this requirement and your course, check with Ann Marie Ryan. All courses with clinical components must include specific information about the clinical experience in the syllabus.

- Students should be able to tell what portion of the final grade reflects the work they do in a clinical setting,
- what specific assignments must be completed in clinicals,
- the criteria being used to evaluate the products that come out of that work,
- the course objectives that relate directly to that work, and
- consequences for:
  - not attending clinicals
  - not conducting themselves in a professional manner, or
  - not completing the related coursework.
- It is also important to indicate either a total number of hours that must be served, or, start and end dates; days of attendance; and a suggested daily schedule for students in an educational block.

A note on attendance and class participation

It is your responsibility to attend class, arriving and departing at the appropriate times. Missed classes or tardiness will result in point deductions. Students are also expected to complete all clinical hours, follow the behavioral expectations laid out in their clinical experiences handbook, and to complete the coursework associated with their clinical experiences.

As for participation, it is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of presentation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others’ comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate.

Examples of behavior leading to the loss of participation points include the following: allowing your cell phone to disturb others, using lab/personal computers inappropriately, and failure to engage in the positive forms described above. You will lose participation points when you are engaged in activities such as side conversations with classmates, text messaging, and/or making/accepting phone calls during class. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.
It is imperative that work be completed on time. Assignments are expected on the dates noted. Point deductions will be made as follows, with no exceptions. These apply only to major assignments for the course. For quizzes, no late work will be accepted:

a. 1 to 3 days late: 50% of points will be deducted
b. 4 to 6 days late: 75% of points will be deducted
c. 7 or more days late: 100% of points will be deducted

Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>60-66</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>
# General Outline of Course Topics:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Introduction to literacy, content area literacy</td>
<td></td>
</tr>
<tr>
<td>1/21</td>
<td>#1 Literacy Theories</td>
<td></td>
</tr>
<tr>
<td>1/28</td>
<td>#2 Teaching all students</td>
<td>Read chapter 2 of GUNNING</td>
</tr>
<tr>
<td>2/4</td>
<td>#3 Getting to know your students; motivation</td>
<td>Read chapter 2 of GUNNING</td>
</tr>
<tr>
<td>2/11</td>
<td>#4 Emergent Literacy/Early Literacy</td>
<td>Philosophy of Literacy Paper due today</td>
</tr>
<tr>
<td>2/18</td>
<td>#5 Approaches to teaching reading</td>
<td>Reflection #2 due</td>
</tr>
<tr>
<td>3/11</td>
<td>#6 Assessment</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>3/18</td>
<td>#7 Phonics, High-Frequency Words and Syllabic Analysis</td>
<td>Reflection #3 due today</td>
</tr>
<tr>
<td>3/25</td>
<td>#8 Spring Break – no class</td>
<td>Read chapter 3 GUNNING</td>
</tr>
<tr>
<td>3/17</td>
<td>#9 Vocabulary</td>
<td>Read chapter 6 GUNNING</td>
</tr>
<tr>
<td>3/18</td>
<td>#10 Comprehension Part I: Theories and Strategies</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>3/25</td>
<td>#11 Comprehension Part II: Text Structures</td>
<td>Reflection #4 due</td>
</tr>
<tr>
<td>4/1</td>
<td>#12 Writing and Reading</td>
<td>Reflection #5</td>
</tr>
<tr>
<td>4/8</td>
<td>#13 Creating and Managing a Literacy Program</td>
<td>Chapter 8 GUNNING</td>
</tr>
<tr>
<td>4/15</td>
<td>Last class meeting – presentation of case study</td>
<td>Reader case study due</td>
</tr>
<tr>
<td>4/22</td>
<td>No class meeting</td>
<td></td>
</tr>
</tbody>
</table>

*other readings will be distributed in class and posted on Sakai.*