1. **Department of Curriculum and Instruction**  
   **ELE 446S**  
   **Course Title:** Teaching Reading Language Arts in the Elementary Grades P-5  
   Credit Hours: 3  
   Service Learning Hours: 15

2. **Course Description:**  
   Prerequisites: EDF 319, EDF 413 and admission to professional education.  
   Corequisite: SED 401. Prerequisites: EDF 319, EDF 413, ELE 445 with a grade of “C” or higher and admission to professional education. Prerequisite or Corequisite: SED 401.  
   Emphasis on theory, curriculum, teaching techniques and materials, instructional planning, assessment and use of results. Twenty field/clinical hours and a minimum of 15 service learning hours. Cannot earn credit for ELE 446.

3. **Texts:**  
   **Required:**  
   Professional teaching articles will be provided by the instructor via Blackboard  
   *Participants may be expected to spend $20-$25.00 for classroom reading materials* (see course schedule)  

   **Optional**

   **Suggested Opportunity:** Join the National International Reading Association (IRA). Information can be found at [http://wwwира.org/membership](http://wwwира.org/membership). Be sure to register as a student to get the discount price1. Members receive a free monthly journal/magazine as part of their membership. Additionally, Joining the Kentucky Reading Association gives you access to information about what Kentucky is doing within the reading field. Information can be found at [http://www.kra.org](http://www.kra.org). KRA will be hosting a reading Conference in September. If you become a member you receive a discounted registration fee. You could also join the reading listserv ([http://kra.org/listservs/about](http://kra.org/listservs/about)). This listserv is a community that uses emails for teachers to post ideas, questions and responses regarding all aspects of the elementary classroom, specifically science. This is a truly wonderful organization and I highly recommend it—if not now, at some point in your career.

   **Other Materials Needed:** 3-ring *binder*  
   Three or four *pocket folders* (all assignments will be submitted in pocket folders)  
   Mayfield –blue pocket folders  
   Kirksville – purple pocket folders  
   Daniel Boone –red pocket folders  
   Index Cards  
   Markers  
   Scissors  
   Dry Erasers Marks  
   Glue  
   Tape
Ruler
Colored pencils
Pens
Pencils
Paper
Other supplies to construct projects, games, etc. for class and the ASL Project, **Composition Notebook-this is a must-have**

4. **Student Learning Outcomes:**
The preservice teacher will be able to (as pertains to KY EPSB NTS):
(correlated with Kentucky Standards and Benchmarks Curriculum Frameworks for K-12, Kentucky Reading Instruction for the Certification of All Elementary Teachers Standards available on the Web at [www.kentucky.gov/kde](http://www.kentucky.gov/kde))

These courses are designed to help each teacher candidate gradually begin moving from the role of student to the role of teacher. The emphasis will be on 1) developing a strong knowledge foundation in the area of language arts; 2) translating that knowledge into instructional practice; and 3) becoming a reflective educator who consistently studies and learns from his/her own practice.

The students completing this course will:

1. Compare and contrast the three major theories of reading comprehension and give examples of how each applies to middle level reading and language arts instruction in the content area. (KTS 2)
2. Analyze current research and best practices in the field of content area reading and language arts. (KTS 2, 6)
3. Identify and illustrate specific skills and instructional strategies in the following areas:
   a. Word recognition
   b. Vocabulary
   c. Comprehension
   d. Reading rate, fluency, and flexibility
   e. Study skills/research skills
   f. Phonics
   g. Decoding Skills
   h. Reading/writing Assessments
4. Plan appropriate elementary level instructional sequences and groups (heterogeneous and homogenous) based upon student strengths and weaknesses, interests, and learning styles. (KTS 2, 3)
5. Demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language and the context of the reading situation. (IRA 1.5)
6. Plan and implement a variety of reading strategies content suitable for use before, during, and after reading. (KTS 1, 2, 3, 4)
7. Assess student reading comprehension through the use of both formal and informal
instruments. (KTS 5)
8. Diagnose individual student needs in reading content materials and prescribe suitable instructional strategies that integrate skills, thinking processes, and content. (KTS 5)
9. Identify and evaluate a variety of content area textbooks, trade books, and support materials that challenge, motivate, and actively involve the learner. (KTS 1, 2, 3)
10. Plan and develop reading and language arts instructional materials and strategies that address physical, social, and cultural diversity and that show sensitivity to differences. (KTS 1, 2, 3, 4)
11. Utilize a variety of technology and media in the development of lesson plans, instructional materials, and presentations related to the teaching of reading and language arts. (KTS 6)
12. Identify and/or create instructional reading/language arts activities and experiences that develop student cognitive processes needed for successful life-long reading. (KTS 2, 3, 4)
13. Demonstrate an understanding that reading should be taught as a process. (KTS 2)
14. Demonstrate a respect for the worth and contributions of all learners. (KTS 2, 3)
15. Engage in reflective practice and pursue continued professional growth and collaboration with colleagues. (KTS 7, 9)
16. Recognize the impact that culture, societal events, and issues have on teachers, students, the English language arts curriculum, and education in general and demonstrate a respect for diversity. (KTS 3)
17. Collaborate with colleagues to develop, analyze, and evaluate instructional strategies and materials that incorporate reading and language arts into the elementary classroom. (KTS 1, 2, 8)
18. Recognizes his/her role as a teacher leader and identifies opportunities to serve as an instructional leader of colleagues (KTS 10).

Please Note: This course is a combination of the practical and the theoretical. We will be doing ACTIVITIES (practical) in class that represent the big ideas from science education. The readings and reflections (theoretical) are very purposeful. Both are extremely important as you strive to become a better teacher!

5. Evaluation Methods:
The course grade will be based on an accumulation of points on course requirements. Grade equivalents for accumulated points are as follows:
Grade equivalents for accumulated points are as follows:
A = 92-100%
B = 83-91%
C = 74-82%
D = 65-73%
F = 0-64%

6. Student Progress:
The instructor will provide students with written information on their progress in the course
at least once prior to the mid-point of the course through feedback on learning tasks. Your Learning Logs, however, will you give you weekly formative feedback.

7. Attendance Policy:
   Daily attendance is expected. Absences equating 20% of the class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting adequate reasons for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family or participation in an approved University activity. Tardiness will be considered the same as being absent. A student MUST be present in order to get Reflection participation points, regardless of the absence being excused or unexcused. Due to the block nature of the course, a student may be able to attend a class with a different school.

8. Last Day to Drop/Withdraw:
   The last day to drop the course or to withdraw from the University is included in the class schedule.

   If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms. See note 2 below

10. Academic Integrity Statement.
    Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

11. Course Requirements
    1. Review and analyze textbooks and materials.
    2. Examine current research and literature regarding best practices in reading and language arts.
    3. Develop KTIP lesson plan that integrate reading and/or language arts in content areas.
    4. Create individual reading strategy portfolio
    5. Create an integrated themed unit
    6. Examine and/or develop reading and language arts assessment instruments and
practice using the assessments for the case study
7. Identify a variety of reading and language arts resources and media (e.g., non-fiction trade books, story books, computer software and Internet sites.)
8. Complete mid-term and/or final assessment or performance events (objective multiple choice, short answer, and/or open-response).
9. Participate in individual, small group and large group activities, discussions, and presentations and complete written assignments.
10. Participate in performance events and simulations, including oral presentations and written products, used to evaluate application of content to teaching situations.
   Specific scoring guides will be used for each performance event.
11. Complete daily reflections and SEE-I critical thinking guides

KTIP Reading Language Arts Lesson Plan 50 points
SEE-I Daily Reflections 120 points
Case Study/Lesson Plans/Paperwork 200 points
Reading Strategy Portfolio 150 points
Practicum/Dispositions 100 points
Tests and Quizzes 200 points
Other daily assignments
Informal Assessment Instrument 80
   Actively participate in class discussions/written assignments and Blackboard assignments, discussions, and chats

Shared Block Points (that will be added to your ELE 446 points)
   Practicum Evaluation (400 pts. total because it counts as a score in each class) 100 pts.
   Integrated Unit Plan (I will grade the DB students’ unit plans) 100 pts.

1100 total points for ELE

ADDITIONAL COURSE ASSIGNMENTS
Due to the nature of these professional methods courses, there are numerous assignments and expectations that are not graded. They include but are not limited to the following:

- Prepare weekly assignments for discussion of readings participation grade
- Attend multi-cultural and/or professional events and meetings as announced in class
- Professional performance (attitude and behavior) DISPOSITIONS
- Practicum Performance in practicum school
- Performance in the Service Learning Components of the course.
# 12. Course Outline

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Assignment Made</th>
<th>Due</th>
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| I         | What is Reading?  
            | A Balanced Literacy Approach  
            | Reading as a Process |     |
| II        | Social Cultural Discussion  
            | Cultural Diversity  
            | Testing What Is It All About  
            | Trying Your Own Hand at Assessment  
            | Teach In |     |
| III       | Phonics  
            | Spelling Assessment |     |
| IV        | Decoding  
            | Yopp & Yopp Assessment  
            | DRA/IRI | KTIP Reading Lesson Plan Due |
| V         | Word Recognition  
            | Word Families  
            | Word Assessment |     |
| VI        | Vocabulary  
            | Cloze Assessment |     |
| VII       | Comprehension Fiction  
            | Retellings Assessment  
            | Great Leaps Assessment for Comprehension |     |
| VIII      | Comprehension Non Fiction  
            | Content Reading Class Assessment | Literature Circle Book Due |
| IX        | Fluency  
            | DIEBLES and Other Fluency Assessments |     |
| X         | Before/During and After Reading Strategies  
            | Guided Reading How it All Works | Reading Strategy Portfolio |
| XII       | Realistic Fiction  
            | Evaluating Trade books and Textbooks | Case Study Due |
| XII       | Technology and Reading | Case Study Presentation |
| XIII      | Portfolio Interviews and Final |     |

*Reflections are due after each class*
13. Academic Service Learning: Field Experience

Madison County Elementary Schools are learning communities that welcomes the support services offered by EKU students. Our goal is to blend course objectives with community service to meet academic goals. Each student will contribute approximately 36 hours of service to an assigned classroom(s). Through service, class discussion, and individual or group reflection, our curriculum goals will be clarified and enhanced.

Students will be assigned an elementary classroom placement. While in the classrooms, students are expected to offer assistance to the teacher, interact with individual and small groups of students, provide that “extra set of hands” needed to put up bulletin boards and prepare materials, etc. Each classroom experience varies, and it is the student’s responsibility to take the initiative and make the most of the experiences. You are there to learn 1) about children, 2) about managing a classroom for optimal learning, and 3) about how language arts are integrated throughout the entire curriculum. You are also there to try some of your own ideas in an authentic setting and to consider how to improve your own teaching practice. Become an active participant in the life of the classroom!

Academic Service Learning:

The Elementary School where you will be assigned is a learning community that welcomes the support services offered by EKU students. Our goal is to blend course objectives with community service to meet academic goals. Each student will contribute approximately 15 hours of service to the 21st Century After-school Program at Mayfield on Monday and Wednesday. Through service, lesson planning, teaching in the after-school program, class discussion, and individual/group reflection, our curriculum goals will be clarified and enhanced.

Additionally, students in ELE 446 will be involved in an academic service learning project that will be designed by the professor, the EKU students and the faculty/staff of the field based school site. Convergence is when the EKU students tutor a child in a designated classroom for 30 minutes every Monday, Wednesday, and Friday throughout the semester. The faculty at Mayfield decides which class will be designated as the Convergence Classroom for the semester. A case study is conduct throughout the semester which is the culmination of what should be mastered by the end of the course.

***Performance in the field placement will be considered in the final grade, and the professor will be visiting each placement regularly to assess each student’s progress. You should

- Arrange to teach at least whole-class lesson
- Present a draft of your lesson plan and discuss it with the supervising teacher and the professor before you teach
- Sign up on the class calendar so that the professor may observe you teaching and working with children and offer feedback to support your learning
• Give a final written lesson plan to the classroom teacher and the professor the day you teach.

Official E-mail: An official EKU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.