DEPARTMENT: ECE  COURSE NUMBER: REA 306  CREDIT HOURS: 3

I. TITLE: Teaching Reading in Elementary P-5

II. COURSE DESCRIPTION: An introduction to content and teaching methodology in reading. Topics include reading process, motivating readers, literacy development, word recognition, and comprehension. Field experiences required. Prerequisite: EDU 303. Co-requisite ELE 305 and 307.

III. PURPOSE: The purpose of the course is to enable students to acquire, integrate, apply and reflect on basic knowledge, skills and attitudes essential for the preparation and delivery of reading instruction to early elementary students. This course is the first course in a two-course sequence for the institutional program of preparation leading to the provisional certificate for teaching in the Early Elementary Grades, P-5.

IV. COURSE OBJECTIVES:
The behaviors indicated below are understood to be reflective of but not limited to those advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. Following each objective are numbers that refer to standards addressed by that objective. Standards references are Kentucky Teacher Standards (KTS), the International Reading Association's Standards for Reading Professionals (IRA), and the National Council of Teachers of English/IRA Standards for the English Language Arts (NCTE). Upon successful completion of this class, students will be able to:

A. Design, plan, and implement instruction that addresses KERA Initiatives (Learner Goals, Program of Studies, and Core Content). (KTS II, IV)
B. Describe the reading process, including the cueing systems of written language (KTS VII; IRA 1.1, 1.5; NCTE 3)
C. Demonstrate an understanding of literacy development in children. (KTS VII; IRA 2.7)
D. Describe how comprehension takes place; list factors that affect comprehension, and describe and implement strategies for helping students comprehend (KTS IV, VII; IRA 7.1 - 7.6; NCTE 3).
E. Describe and implement a variety of strategies for word identification (KTS IV, VII; IRA 6.1, 6.2, 6.3, 6.5; NCTE 3).
F. Describe and implement a variety of strategies for motivating students to read. (KTS III; IRA 5.2; NCTE 1, 12)
G. Describe strategies for helping students acquire a reading vocabulary (KTS VII; IRA 6.6; NCTE 3)
H. Describe a variety of instructional approaches (KTS VII, I; IRA 5).
I. Design/plan for literacy instruction. (KTS II; IRA 5)
J. Design and implement a professional development plan to further their own learning (KTS IX; IRA 13, 16).
K. Apply knowledge of reading/language learning to provide instruction successfully in a field-based language arts classroom with a qualified teacher (KTS I, II, III, IV; IRA 5).
L. Reflect on their teaching and ways to improve instruction to better meet the need of diverse students (KTS VII; IRA 16.2)
M. Explain how students with special learning needs and/or special language or cultural needs may be included in the literacy learning environment and experience success. (KTS II, III, IV; IRA 3)
N. Utilize a variety of instructional technologies (KTS VI; IRA 5.7)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on in-class and practicum experiences by the use of a journal, working portfolio entries, and professional growth activities. The COE emphasis on constructivism is emphasized when discussing how children learn about reading through active involvement in authentic experiences. The COE student dispositions are formally assessed during students’ professional growth activities and practicum experiences.

The theme of Literacy/Reading is stressed throughout every course activity as students learn how to teach elementary children ways to use reading through the six modes of language arts (reading, writing, listening, speaking, viewing, visually representing). The theme of Diversity is explored in the course through identifying and creating multiple means of assessing and addressing students’ communication efforts. The themes of Diversity and Closing the Achievement Gap are addressed through designing and implementing instructional presentations, working with diverse populations during practicum experiences and listening to guest speakers share how “meeting students’ special needs” is important to children’s educational experiences.

V. CONTENT OUTLINE:
A. Becoming An Effective Teacher of Reading
B. Teaching the Reading and Writing Process
C. Assessing Students’ Literacy Development
D. Working With The Youngest Readers and Writers
E. Cracking the Alphabetic Code
F. Developing Fluent Readers and Writers
G. Expanding Students’ Knowledge of Words
H. Comprehension-Reader and Text Factors
I. Instructional Approaches for Literacy Instruction
J. Working with Students with Special Needs
K. KERA Initiatives and Lesson Planning
VI. INSTRUCTIONAL ACTIVITIES:
A. Students will design reading lessons that reflect KERA Initiatives, implement them in the field experience and reflect on their teaching and their students’ learning. Students with more than 3 absences may be barred from this experience.
B. Students will complete application activities in which they apply course readings and discussions, using the internet and software programs including Word, PowerPoint, Kidspiration, and Microsoft Reader. They are due as indicated on the class schedule and WILL NOT be accepted late. These include but are not limited to:

- A Literacy Autobiography Project
- A Read-Aloud Brochure
- A Newsletter on Sustained Silent Reading
- Reading Guides/Chapter Activities
- Journal Article Summaries
- Instructional Presentations
- Reading Logs
- Daily Learning Logs

C. Students will participate in professional readings both during and out of class. Class time will be provided for reading of *The Reading Teacher* and *Language Arts*. Students will also select one (1) topic on current reading instruction/issues to research and create a professional threefold brochure to share their findings.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will participate in six hours of practicum in a field based setting.

VIII. RESOURCES:
A. Professional journals such as *The Reading Teacher* and *Language Arts* and other journals, as well as recent texts on reading instruction, available at Waterfield Library.
B. Blackboard site
C. Waterfield Library (reading instruction texts, Big Books, trade books)
D. MSU Computer Centers, AL 1003 (PowerPoint, Reader, Kidspiration)
E. Curriculum Materials Center AL 341. (Big Books, trade books, teacher manuals, an Ellison machine and other tools for creating lesson materials are also available in the Resource Room)
F. Public Library
IX. GRADING PROCEDURE:
*Please note: Activities and grading procedures may vary by instructor. The * activities are taught by all REA 306 instructors. The ** assignment will be used for program data collection.*

Grading will follow the guideline specified in the undergraduate catalog, i.e.: A= Exceptionally high quality, B=Good, C= Satisfactory, D= Poor, E=Failure.

Assignments will be weighted as follows:

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Exams</td>
<td>50 pts.</td>
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<tr>
<td>Daily Learning Log</td>
<td>20 pts.</td>
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<td>Quizzes</td>
<td>20 pts.</td>
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<td>Literacy Autobiography</td>
<td>50 pts.</td>
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<td>Discussion Board Responses</td>
<td>10 pts.</td>
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<td>Emergent Literacy Project</td>
<td>20 pts.</td>
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<tr>
<td>Read Aloud/SSR Assignment**</td>
<td>30 pts.</td>
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<td>Reading Guides/Chapter Activities*</td>
<td>20 pts.</td>
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<td>Field Experience Lesson Plans/Reflection*</td>
<td>50 pts.</td>
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<td>Professional Growth Activity</td>
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<td>Professional Journal Articles</td>
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<td>Instructional Presentation*</td>
<td>50 pts.</td>
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<td>Final Exam</td>
<td>100 pts.</td>
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<th>Percent</th>
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<tr>
<td>93-100%</td>
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<td>86-92 %</td>
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X. ATTENDANCE POLICY: This course adheres to the policy published in the current *MSU Undergraduate Bulletin.*

XI. ACADEMIC HONESTY POLICY: This course adheres to the policy stated in the current *MSU Undergraduate Bulletin.*

XII. REQUIRED TEXTS AND REFERENCES:

XIV. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.