**LIC 540 K-6, 800**

**Reading (Literacy) Methods**

**MAT Elementary Program**

**Spring 2021**

**Instructor: Dr. Kathy R. Fox**

**Office Hours: Online Monday, 1:00-3:00.**

You can email me during these times and expect an immediate response. Zoom Face to Face meetings are available upon request.

**Class meetings:** These meetings are **optional** throughout the semester. Tentatively we will schedule meetings through Zoom for alternating Mondays, 4:30-5:30—1/25, 2/8, 2/22, 3/8, 3/22, 4/5, 4/19. These meetings will be recorded and sent to the class on the following day. The link for the reoccurring meetings is:

## <https://uncw.zoom.us/j/85907164288?pwd=cHRlNVRtNXhWNnh0VXFGMmd2bnAvQT09>

**Course Description:** Emphasis on linguistics and psychological bases of the reading process, stages in the development of reading ability and sequences of skill acquisition. Students will study models of reading instruction for language and literacy learning, the role of the classroom teacher of reading and forces influencing that role. Students will also explore the world of children’s literature becoming familiar with books and authors.

Co-requisites: LICL 530 Tutoring in Reading Methods

LIC: 531 Field Experiences.

**Purpose:** This course is designed to establish key concepts and understandings of literacy and the reading process that will enable the student to effectively support children as they learn to read and write. It will support the student in becoming a skilled decision maker and reflective practitioner, particularly in the area of literacy. Emphasis is on linguistics and psychological bases of the reading process, stages in the development of reading ability, sequences of skill acquisition, how children learn to read, assessment, strategy development, organization and implementation of a reading program, and decision-making based on student needs. Students will study models of reading instruction for language and literacy learning, the role of the classroom teacher of reading, and forces influencing that role. Students will also explore children’s literature and its uses in the classroom. Students will become familiar with authors and illustrators of children’s books. Course activities and assignments promote student collaboration and reflection upon readings, field experiences, and other assignments.

## Required Texts:

1.Steps to Success: Crossing the Bridge Between Literacy Research and Practice. K. Munger, Editor. Free and Open Access—available at [http://open.umn.edu/opentextbooks/textbooks/steps-to-success-crossing-the- bridge-between-literacy-research-and-practice](http://open.umn.edu/opentextbooks/textbooks/steps-to-success-crossing-the-%20%20bridge-between-literacy-research-and-practice)

2. Self-Paced Phonics: A Text for Educators. Dow & Baer. Pearson, 5th edition (2012)

3. Additional assigned articles and texts to be distributed with electronic link

4. Other texts to be determined by student

**Recommended texts:**

1. Fox, Bahlmann, Foster-Hughes & Milstead. Organic Vocabulary:The Keywords

Approach to Seeing Words in Print. (2012)

2. Boushey & Moser.The Daily Five.

3. Put reading first: The research building blocks for teaching children to read.

Available from USDE at [www.nifl.gov](http://www.nifl.gov) or 1-800-228-8813. This is a free document.

## Course and Classroom Expectations

* Submit all work by assigned time.
* Participate in all class online discussions and activities.
* Read all assignments prior to the start of class. You can expect to spend 4-6 hours a week with reading and activities.
* Check email regularly. UNCW email is an official means of communication for the university and for this course. Allow 24 hours response time from instructor to a question outside of online office hours listed above.
* Practice netiquette. Show respect and courtesy to classmates and instructor. See additional information below.
* Allow yourself to learn from others and others to learn from you.

## Format of Class

This course is an asynchronous online course with all activities and materials in the Learning Management System (LMS) Canvas. All students must have access to a computer and check the class site on the LMS regularly. Plan to check the site several times a week, not only on the day work is due. All work is due by the date and time EST. It is the responsibility of the student to access the materials, note any due dates, and ask the instructor questions as soon as possible. All work is to be submitted and graded via Canvas.

## Course Requirements

It is the student’s responsibility to have electronic equipment, in good working order, to participate fully in this course. Students must have at a minimum, a working computer with speakers and microphone. Students without personal electronic equipment must make arrangements to use equipment at the university or other location. Lack of access to equipment will not be accepted as a reason for not participating in the course requirements.

**Grading:**

Marie Clay, a renowned literacy researcher, said, “Good teaching is like having a good conversation.” I am trying to follow that wise counsel in this course by allowing us plenty of time to work together, as well as independent time with guidance. Therefore, this course is focused on learning, not on grades. Please don't allow grades and minimum requirements to become your focus. Rather, let your focus be learning all you can about how to best support literacy growth. In order to facilitate this focus, and to conduct the class consistent with a holistic philosophy of learning, each student automatically begins with a grade of "A". In order to maintain that "A", each student must successfully complete each of the requirements mentioned above. If a particular assignment is not completed at the level deemed appropriate by the instructor, students will be invited to redo the assignment with the goal of all students mastering all content through these assignments and class participation. Criteria are included in the syllabus below regarding all assignments, as well as the VoiceThread in Getting Started Module entitled **An Overview of Learning Engagements** and the Page in Getting Started Module entitled **Course Goals and Engagements Chart**.

**LIC 540 Learning Engagements**

This course is designed in such a way that learning is supported through collaboration with colleagues and participation in strategies supportive of learning literacy methods. This can only occur with your active participation. Do not short-change yourself. The assignments below are listed as a draft. Students will be notified in an appropriate time of any additions, subtractions or modifications to the list.

1. Read the assigned readings. These include both interactive and independent readings. The readings are an important supplement and extension to instructor input.
2. Discussion board conversations with cohort group: Prompts will come from classroom content, text assignments, peer reports and events from our lab experiences. Some topics will require uploading video and/or documents. Others are for your response to a prompt. The discussion board tool is accessed through Canvas. Each discussion board requires your initial response and then a second response to one of your peers. The two discussion entries must be logged by 11:59 pm of the assigned date, typically a Monday, to count for credit (2 entries per module).
3. Create an annotated anthology of fifty (50) children’s books. Your catalog of books will include picture books, realistic fiction, biographies, modern fantasy, graphic novels, multilingual texts and young adult novels. A sample anthology entry is due February 1, 2021. The complete annotated anthology is due at the end of the semester, April 20, 2021. Please follow samples in Getting Started: Sample Anthology of 50 Books.
4. Choose a chapter book for independent reading from an instructor distributed list. Design a vocabulary, comprehension and fluency activity for the book. You must submit your choice of chapter book by February 15, 2021, in Canvas. Your final chapter book product is due April 5, 2021.
5. A number of assignments will be linked to developing yourself as a teacher in the community. The first of these is learning to read to a group. These assignments will be conducted virtually. These will include:

1. Two read aloud activities, one observation and two where you will read to your group.

Following the activity submit a written reflection following Schon’s 3 Phases of Reflection

criteria. Descriptions of the three read aloud assignments follow:

(a) View a virtual read aloud performed by an adult in a classroom setting. Write a reflection using guidelines provided by the instructor. The discussion is due on February 8, 11:59 PM (in Discussion Board). Be sure to use reflection language from Schon’s recommendation of the highest form…statements that say what you WILL do in your read alouds. You can start this way: “I will….when I read to a class,” and/or “I will not…..when I read to a class.” This puts you in the seat as the reader and teacher. Submit a written reflection to me (in Canvas) by February 15, 2021, 11:59 PM.

(b) Record a read aloud to be shared with small group of peers through a Zoom or other platform (such as Youtube, Flipgrid, etc.). Post to assigned group by March 1, 11:59 PM. Include follow up questions in the recorded presentation. The lesson must be practiced, planned and prepared following instructor guidelines as if you were reading to children in a public school classroom. Write a reflection using guidelines provided by the instructor, due in Canvas by March 15, 11:59 PM.

1. Construct a literacy map of your community. This assignment is a step towards preparing you to work with children and families who may live, work and play in settings different from your own. In preparing you for you EdTPA portfolio, a requirement for your NC Teaching License, you will be required to include information in your lesson development on personal, cultural and community assets of the children you serve in your class. This assignment gives insight into these assets. Sample literacy maps will be distributed but you may be creative in how you organize your findings. Include photographs and other forms of documentation. Focus on a school community in which you plan to work and/or live. Guidelines for this activity will be distributed in the first week of classes. Be prepared to share your findings in a small group discussion during the weeks of March 15, 2021—March 21, 11:59 PM.
2. Completion of Self-Paced Phonics text. This will be completed at your own pace, with cumulative quiz uploaded as a PDF, due March 23, 11:59 PM.
3. With your tutee conduct a running record and follow up miscue analysis to share in class. A running record is an assessment tool and the miscue analysis is the follow up analysis from the assessment that helps you, the tutor, know what to do as next steps with the reader. This will coincide with the tutoring lab assignment for LICL 540. Be prepared to share the procedure you used, your findings and your next steps in discussion board. Results from the actual running record and miscue analysis are submitted to your Zoom breakout group for discussion by February 22, 11:59 PM. This discussion will be submitted to instructor in small group discussion format through recorded Zoom breakout groups.
4. Assessment Paper: After completing Module 3, Assessment readings, and have conferred with your partnership teacher.

1. Option 1: Describe one assessment you have observed in your virtual field experience classroom and/or discussed with your partnership teacher. These may be a formal assessment and/or informal assessment methods.

Option 2: Describe one assessment you have found in a search on assessments. Use keywords in your search such as authentic, formal and informal.

2. Describe the initial assessment you implemented with your tutee in LICL 540.

3. Review the readings and viewings on assessment in Module 3: Munger, Mills & O’Keefe, Dow & Baer, the Learner.org video, articles from Ed Leadership and the reading called Assessment as an Act of Love found in Module 3.

4. Describe how these assessment results inform instruction in the classroom and in your tutoring sessions. In other words, describe what you have learned about assessments.

5. The paper is due April 12, 2021, 11:59 PM.

1. Video reflections: This assignment is a step towards preparing you for you EdTPA portfolio, a requirement for your NC Teaching License. This video and written reflection is in a sense practice for that important step towards your teaching career.

**Step 1:**  Video yourself teaching a flipped lesson remotely. You may use the Zoom platform and record the lesson. Your participants will be the students in your field experience class or another, hypothetical classroom, as you will not be required to actually submit this lesson to children. You will share your flipped teaching lesson, approximately 1-15 minutes, with your cohort and instructor during the weeks April 12-April 25, 11:59 PM. Discuss what you did, why and how you would do the same or different in a future teaching opportunity. A written commentary will be due by April 28, 2021,11:59.

**Schedule**

Module 1: Personalizing learning to read—political, cultural, historical influences on literature and literacy.

Five Components of Reading

Achieving a balanced approach

Situating school literacy in the broader perspective of family and community literacy

Assignments:

1. View: VoiceThread: Introduction to the Class
2. Read syllabus available in Getting Started.
3. Preview Exemplary Assignments in Canvas, Getting Started: Community Map, Book Anthology, Reflection on Read Aloud
4. Read: 1. Fox, K. *Examining your own backyard.* Begin process by deciding where and when you will map.
5. Read: Munger, K. Steps to Success. Introduction and Chapter 1. Pages 1-11
6. Discussion Board: Introductions

Module 2: What is children’s literature? How do we use it?

Questions about book choice and use

Questioning techniques. HOTS questions

Assignments:

1. View: VoiceThread: Children’s Literature and Media.
2. Make: HOTS question cards for your tutee (model attached)
3. Preview Exemplary Assignment in Canvas, Getting Started: 1. Reflection on Read Aloud 2. Children’s book anthology
4. Read: Munger, K. Steps to Success. Continue with chapters 1-2.
5. Submit 1 sample of Children’s Anthology with 5 elements included (see Module 2 and Exemplary Assignment in Canvas: Getting Started). Due Feb 1, 2021.
6. Discussion Board

Module 3: Appreciating Assessment.

Kidwatching

Running Record and Miscue Analysis

Top-down, Bottom up and Balanced Reading Approach

Keywords Approach discussion. Evidences. How to get started with your tutee.

Assignments:

1. Read: Mills & O’Keefe, T. Kidwatching.
2. Read: Munger, K. Steps to Success. Chapter 5
3. Read: Dow & Baer, Chapter 1
4. View: Annenberg video: William Finds his Base. Learner.org

6. Discussion Board with Observation on Read Aloud due February 1-8, 11:59 PM

7. Submit Reflection 1 on Read Aloud Observation in Canvas, February 15, 11:59 PM

8. Submit choice of Chapter Book in Canvas, February 15, 2021, 11:59 PM. [Read to complete by April 5, 2021 with 3 activities included.]

9. Breakout group recording on assessment with tutee, due to Dr. Fox, February 22,

2021, 11:59 PM

Module 4: Phonics instruction…the debate—how, when and why?

Focus on explicit, systematic instruction

Direct Instruction Model

Assignments:

1. Reading: Munger, K. Steps to Success. Chapter 3
2. Reading: Dow & Baer, Chapters 2-7
3. Discussion Board: Post recording of Virtual Read Aloud 2 to small group of peers. March 1, 2021, 11:59 PM
4. Submit Reflection on Read Aloud 2 in Canvas, March 15, 2021, 11:59 PM

Module 5: Creating a balanced literacy classroom: whole class, small group and personalized instruction

Comprehension, Vocabulary and Fluency Strategies

Picture Walk/Language Experience Approach/Preview-Review/H.O.T.S. Questions/Herringbone/Literature Response Journals

Update on tutoring—share initial experiences

Assignments:

1. Read: Munger, K. Steps to Success. Chapter 4.
2. Continue work on anthology of 50 books
3. Discussion Board: Submit Community Map--Discussion on community map findings March 15-23, 2021.
4. Submit: Cumulative Exam Chapters 1-7, Dow & Baer Self-Paced Phonics by March 23, 2021, 11:59 PM

Module 6: Family literacy—focus on homework.

Tutoring wrap up—communicating with parents

1. View: Luis Moll video on Funds of Knowledge and accompanying HS guidelines page.

2. Read: Fox, K. Homework as Family Literacy.

3. Submit in Canvas: Chapter book 5 day lesson plan from Module 5.

Due April 5, 2021, 11:59 PM.

4. Submit in Canvas: Assessment Paper from Module 3, based on readings, field experiences and tutoring experience. Due April 12, 2021, 11:59 PM.

Module 7: Guided Reflection—sharing your flipped teaching video through critical friends’ protocol.

Atlas video analysis—commentary writing

Assignments:

1. View: Voicethread: Guided Reflection Protocol, Written Reflection
2. Submit in DB: Video of flipped teaching. Participate in guided reflection protocol. Due for discussion April 12-25, 2021.
3. Submit: Lesson commentary on flipped teaching video. Due April 28, 11:59 PM.

Final April Assignments:

1. Chapter book 5 day plan. April 5, 2021, 11:59 PM
2. Assessment paper, April 12, 2021, 11:59 PM
3. Flipped teaching lesson sharing in DB. April 12-25, 2021, 11:59 PM
4. Submit: Anthology of 50 books. April 20, 2021, 11:59 PM
5. Lesson commentary on flipped teaching video. April 28, 11:59 PM.