

College of Micronesia-FSM

COURSE OUTLINE COVER PAGE

Reading Methods

ED 301b

Course Title

Department and Number

Course Description: This course provides students with methods for teaching reading to elementary children including students for whom learning presents challenges. Students become familiar with a variety of approaches to the teaching of reading, learn how to use local reading standards and benchmarks in lesson planning, demonstrate strategies for teaching specific decoding and comprehension skills in both English and their heritage language, develop lessons to teach decoding and comprehension skills in their heritage language, and demonstrate strategies for assessing reading skills and reading levels. Strategies are practiced and demonstrated both with a peer group and with elementary students at the laboratory school.

Course Prepared by: S. Moses, Education Div **State** National Campus

	Hours per Week		No. of Week		Total Hours		Semester Credits
Lecture	<u>4</u>	x	<u>16</u>	x	<u>64/16</u>	=	<u>4</u>
Laboratory		x		x		=	
Workshop		x		x		=	
			Total Semester		Credits		<u>4</u>

Purpose of Course:

Degree Requirement	<u>✓</u>
Degree Elective	
Certificate	<u>✓</u>
Other	

Prerequisite Course(s): Acceptance into third year program

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Dr. Michael Tatum, President

Signature, President, COM-FSM

Date Approved by President

I. PROGRAM LEARNING OUTCOMES

1. The student will be able to demonstrate mastery of the content of the elementary school curriculum.
2. The student will be able to develop and demonstrate delivery of elementary school curriculum in English and the heritage language.
3. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of bilingual elementary school students.
4. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
5. The student will be able to organize and manage a classroom environment for learning.
6. The student will be able to demonstrate and use background knowledge in the following areas: learning theories and principles, human development, language development, technology, educational foundations, sociocultural issues and individual and group motivation.
7. The student will be able to demonstrate professionalism.

II. COURSE OUTCOMES:

A. General:

1. The student will demonstrate understanding of basic foundation skills important to the teaching of reading by defining reading, differentiating among various philosophical approaches to the teaching of reading, and locating specific information in curriculum frameworks and scope and sequence charts.
2. The student will be able to teach decoding/word recognition skills at all elementary levels in both English and his/her heritage language.
3. The student will be able to teach reading comprehension skills at all elementary levels in both English and the heritage language.
4. The student will be able to teach story/passage reading with comprehension questions at all elementary levels in both English and the heritage language.
5. The student will be able to assess reading skills strengths and weaknesses in both English and the heritage language, place students in appropriate reading levels, and group students for instruction.

B. Specific:

1. The student will demonstrate understanding of basic foundation skills important to the teaching of reading by defining reading, differentiating among various philosophical approaches to the teaching of reading, and locating specific information in curriculum frameworks and scope and sequence charts.

Student Learning Outcomes	Suggested Assessment Strategies
1a. Define <u>reading</u>	1a. Student writes definition of <u>reading</u> correctly as part of a written quiz.
1b. Label reading materials as one of the following: phonic, linguistic, basal/look-say/sight, or whole language	1b. Instructor sets up display of 10 reading programs, including samples of phonic, linguistic, basal/look-say/sight, and whole language approaches. Student labels each set of materials and provides written rationale with at least 80% accuracy.
1c. Identify reading skills and levels as defined by FSM National and State curriculum frameworks and scope and sequence charts from various programs	1c. Student completes a written quiz comprised of 10 questions that require location of specific information from curriculum frameworks and scope and sequence charts provided by the instructor with at least 80% accuracy.

2. The student will be able to teach decoding/word recognition skills at all elementary levels in both English and his/her heritage language.

Student Learning Outcomes	Suggested Assessment Strategies
2a. Say the sounds of most frequently used English sounds/letters and sound/letter combinations	2a. Student points to set of 60 written letters and combinations and says sound of each individually to the instructor with 100% accuracy.
2b. Teach the following phonemic awareness skills in English: <i>rhyming</i> , <i>segmenting</i> , and <i>blending</i>	2b. Student teaches lesson with peer group for each of the following in English: <i>rhyming</i> , <i>segmenting</i> , and <i>blending</i> . Peers evaluate student's performance using a checklist which includes the following criteria: knows format wording, presents examples clearly, signals clearly, praises students, corrects errors, and gives individual turns. Student must meet all criteria.

<p>2c. Develop and teach a lesson for each of the following phonemic awareness skills in the heritage language: <i>rhyming</i>, <i>segmenting</i>, and <i>blending</i></p>	<p>2c. Student submits lessons (done on computer) for teaching <i>rhyming</i>, <i>segmenting</i>, and <i>blending</i>; each lesson reviewed for accuracy, completeness, and choice of examples.</p> <p>Student teaches lessons on <i>rhyming</i>, <i>segmenting</i>, and <i>blending</i> in heritage language with peers. Peers evaluate student's performance using a checklist which includes the following criteria: knows format wording, presents examples clearly, signals clearly, praises students, and gives individual turns. Student must meet all criteria.</p>
<p>2d. Teach sounds in English, including correction of student errors</p>	<p>2d. Student teaches sounds lesson in English with elementary students. Instructor evaluates student performance using a checklist which includes the following criteria: knows format wording, presents example clearly, signals clearly, praises students, corrects errors, and gives individual turns. Student must meet all criteria.</p>
<p>2e. List and sequence heritage language sounds for teaching and provide written rationale for the order</p>	<p>2e. Student submits written list of sounds in heritage language; list is evaluated according to the following criteria: completeness; most commonly used sounds listed first; letters that are visually and/or auditorily similar are separated; and lower-case introduced before upper-case. Written rationale supporting the sequence is also evaluated by the instructor.</p>
<p>2f. Develop and teach a lesson for teaching sounds, including correction of student errors, in the heritage language</p>	<p>2f. Student submits lesson (done on computer) for teaching sounds. Lesson is reviewed for accuracy, completeness, and choice of examples.</p> <p>Student teaches lesson on <i>sounds</i>, including correction of student errors, in heritage language with peers. Peers evaluate student's performance using a checklist which includes the following criteria: knows format wording, presents examples clearly, signals clearly, praises students, corrects errors, and gives individual turns. Student must meet all criteria.</p>

<p>2g. Teach decoding/word recognition skills in English including: sounding out phonetically regular words; sight reading; reading phonetically irregular words; reading words with sound combinations; reading words with the silent-e rule; reading words with soft c/soft g; reading words containing CVCe derivatives; reading multi-syllabic words formed with prefixes and suffixes; and word reading through contextual analysis</p>	<p>2g. Student teaches lesson with peers on each of the following decoding/word recognition skills: sounding out phonetically regular words; sight reading; reading phonetically irregular words; reading words with sound combinations; reading words with the silent-e rule (CVCe); reading words with soft c/soft g; reading words with CVCe derivatives; reading multi-syllabic words formed with prefixes and suffixes; and word reading through contextual analysis. Peers evaluate student's performance using a checklist which includes the following criteria: knows format wording, presents examples clearly, signals clearly, praises students, corrects errors, and gives individual turns. Students must meet all criteria.</p> <p>Student teaches lesson on word reading to elementary students. Instructor evaluates student performance using a checklist with the above criteria. Student must meet all criteria.</p>
<p>2h. Develop and teach lessons in the heritage language for each of the following skills: sounding out phonetically regular words; sight reading; reading words with sound combinations; and reading multi-syllabic words formed with prefixes and suffixes</p>	<p>2h. Student submits lesson (done on computer) for teaching sounding out regular words; sight reading; reading words with sound combinations; and reading multi-syllabic words formed with prefixes and suffixes. Lessons are reviewed for accuracy, completeness, and choice of examples.</p> <p>Student teaches lesson with peers on each of the following decoding/word recognition skills: sounding out phonetically regular words; sight reading; reading words with sound combinations; and reading multi-syllabic words formed with prefixes and suffixes. Peers evaluate student's performance using a checklist with the criteria included in 2g. Student must meet all criteria.</p>
<p>2i. Select an appropriate list of words for teaching sound combinations in English and provide a rationale for the selection</p>	<p>2i. Student completes five (5) multiple choice questions in which he/she selects the most appropriate list of words for teaching each sound combination and provides a rationale for each selection which includes at least two parts with at least 80% accuracy.</p>
<p>2j. List prefixes and suffixes of heritage</p>	<p>2j. Student submits written list of at least ten</p>

language, including a sample word and the meaning of each affix	(10) commonly used prefixes and/or suffixes in the heritage language with a sample word and the meaning of each affix; must be done on computer.
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3. The student will be able to teach reading comprehension skills at all elementary levels in both English and the heritage language.

Student Learning Outcomes	Suggested Assessment Strategies
3a. Teach reading comprehension skills in English including: synonyms; definitions; contextual analysis; morphemic analysis; sequence of events; locating main idea; summarization; and predicting outcomes	3a. Student teaches lesson on each of the following skills in English with peer group: synonyms; definitions; contextual analysis; morphemic analysis; sequence of events; locating main idea; summarization; and predicting outcomes. Peers evaluate student performance using a checklist which includes the following criteria: knows format wording, presents examples clearly, signals clearly, praises students, and gives individual turns. Student must meet all criteria. Student teaches a vocabulary lesson to elementary students. Instructor evaluates student performance using a checklist based on the above criteria. Student must meet all criteria.
3b. Develop lessons in the heritage language to teach the following comprehension skills: synonyms; definitions; contextual analysis; morphemic analysis; sequence of events; and locating main idea	3b. Student submits lessons (done on computer) to teach each of the following skills: synonyms; definitions; contextual analysis; morphemic analysis; sequence of events; and locating main idea. Lessons reviewed for accuracy, completeness, and choice of examples.

4. The student will be able to teach story/passage reading with comprehension questions at all elementary levels in both English and the heritage language.

Student Learning Outcomes	Suggested Assessment Strategies
4a. Teach guided story/passage reading using a sound-out procedure in English, relating the story to the elementary students' personal experience	4a. Student teaches lesson on guided story/passage reading using a sound-out procedure. Peers evaluate student performance using a checklist which includes the following criteria: knows format wording, signals clearly, praises students, and gives individual turns. Student must meet all criteria.
4b. Teach guided story/passage reading using a sight-reading procedure in English, relating the story to the elementary students' personal	4b. Student teaches lesson on guided story/passage reading using a sight-reading procedure. Peers evaluate student performance using a checklist which includes the criteria in

experience	4a. Student must meet all criteria.
4c. Teach guided story/passage reading using a sentence-reading procedure in English, relating the story to the elementary students' personal experience	4c. Student teaches lesson on guided story/passage reading using a sentence-reading procedure. Peers evaluate student performance using a checklist which includes the criteria in 4a. Student must meet all criteria.
4d. Teach guided story/passage reading with literal comprehension questions in English, relating the story to the elementary students' personal experience	4d. Student teaches lesson on guided story/passage reading with literal comprehension questions in English. Peers evaluate student performance using a checklist which includes the criteria in 4a. Student must meet all criteria. Student teaches lesson on guided story/passage reading with comprehension questions in English to elementary students. Instructor evaluates student performance using a checklist which includes the criteria listed in 4a. Student must meet all criteria.
4e. Teach guided story/passage reading with inferential comprehension questions in English, relating the story to the elementary students' personal experience	4e. Student teaches lesson on guided story/passage reading with inferential comprehension questions in English. Peers evaluate student performance using the criteria listed in 4a. Student must meet all criteria.
4f. Write one story appropriate for teaching story/passage reading in the heritage language at each of the following levels: first grade, third grade, fifth grade, and seventh grade as measured by the Fry Readability Index with 5 comprehension questions for each story; Comprehension questions for grades 5 and 7 must include at least 2 inferential questions	4f. Student submits one story/passage in heritage language for first, third, fifth, and seventh grade levels with 5 comprehension questions for each story. Stories are evaluated for appropriateness as to overall length, word length, and sentence length according to Story Writing Guidelines provided by the instructor. Comprehension questions are evaluated for appropriateness to the stories and whether they are literal or inferential.

5. The student will be able to assess reading skills strengths and weaknesses, place students in appropriate reading levels, and group students for instruction.

Student Learning Outcomes	Suggested Assessment Strategies
5a. Administer a reading skills placement test and interpret the results.	5a. Student administers a reading skills placement test to at least two (2) elementary level students at the lab school. The student's performance will be rated by a peer using the following criteria: seating arrangement; rapport with elementary student; clarity of directions; test techniques; record of errors; and scoring. Student must meet all criteria.

	Given the results of the test he/she administered, the student will write a paragraph interpreting the results indicating the specific skills to be taught and the level of instruction.
5b. Develop a test of basic reading skills in the heritage language	5b. Student submits a written test of basic reading skills in the heritage language. Test is evaluated as to completeness and selection of appropriate test items with no more than 4 inappropriate items.
5c. Describe an Informal Reading Inventory and its primary purpose	5c. Student describes an Informal Reading Inventory and its purpose in writing.
5d. List and define the Functional Levels of Reading	5d. Student lists and defines the three Functional Levels of Reading in writing.
5e. Administer an Informal Reading Inventory and interpret the results	5e. Student administers an informal reading inventory to at least two (2) elementary level students at the lab school. The student's performance will be evaluated by a peer based on the following criteria: seating arrangement; rapport with student; clear directions; marking of errors; procedures/steps followed; and placement of elementary student in reading materials. Student must meet all criteria.
5f. Group students for reading instruction based on results of skills placement test and informal reading inventory results	5f. Given a summary of skills placement and informal reading inventory results for an elementary classroom of students at the lab school, the student will group students for instruction, specify the reading skills to be taught each group, and specify the appropriate reading level.

III. TEXT AND MATERIALS:

Carnine, D.W., Silbert, J., and Kameenui, E.J. (1997). *Direct Instruction Reading*. Upper Saddle River, NJ:Prentice Hall, Inc.
 Samples of elementary reading programs

IV. REFERENCE MATERIALS:

FSM and State reading curriculum frameworks
 Scope and sequence charts from various elementary reading programs
 Dictionaries and grammar books of the local heritage languages

V. METHODS OF INSTRUCTION

Lecture/discussion
 Demonstration
 Peer groups

In-class exercises/activities
Required reading
Translation assignments
Practice teaching at lab school

VI. COURSE CONTENT

Definition of reading
Types of reading programs
FSM and State reading curriculum frameworks
Elementary reading program scope and sequence charts
Sounds of the letters and letter combinations in English
Phonemic awareness skills (rhyming, segmenting, blending) in English and in heritage languages
Techniques for teaching letter sounds in English and in the heritage languages
Sequence for teaching sounds in English and in the heritage languages
Techniques for teaching decoding of phonetically regular words, sight words, words with sound combinations, words with the silent-e rule, words with the soft g/soft c sounds, words containing CVCe derivatives, and multi-syllabic words formed with prefixes and suffixes in English Development of lessons for teaching decoding of phonetically regular words, sight words, words with sound combinations, and multi-syllabic words formed with prefixes and suffixes in the heritage languages
Selection of words for teaching sound combinations
Prefixes and suffixes in the heritage languages
Techniques for teaching vocabulary through the use of synonyms, definitions, contextual analysis, and morphemic analysis both in English and the heritage languages
Techniques for teaching main idea, sequence of events, summarization, and predicting outcomes in English and the heritage languages.
Techniques for teaching guided story reading using a sound-out procedure, a sight-reading procedure, and a sentence-reading procedure
Development of stories appropriate for teaching story reading in the heritage languages
Strategies for assessing reading skills and placement of elementary students in appropriate reading materials
Grouping students for instruction

VII. INSTRUCTIONAL COSTS

None except for costs associated with providing transportation for students to lab school.

VIII. EVALUATION:

A student is provided three (3) chances to achieve each student learning outcome with points of decreasing value assigned to each try. A Heritage Language Booklet, comprised of lessons developed in the heritage language, must be submitted at the conclusion of the course. A final percentage will be calculated by dividing the total points earned by the total points possible, and grades will be assigned according to the following: 90-100% A; 80-89% B; 70-79% C; 60-69% D; below 60% F. Outcomes **2a, 2d, 2g, 3a, 4d, and 5e** must be met to pass the course. **Also, students who fail to meet the minimum requirements of five (5) or**

more outcomes or fail to submit the Heritage Language Booklet will automatically fail the course. Opportunities for bonus points will be provided at the discretion of the instructor.

IX. REQUIRED COURSE MATERIALS:

Textbook and 3-ring binder for Heritage Language Booklet

X. ATTENDANCE POLICY:

Students who are absent for more than six MWF classes, or more than four TTh or summer classes, will automatically be dropped from the course. The total missed classes include unexcused and excused absences, such as sickness, funerals, and any other circumstances. Instructors will notify the Office of Admissions and Records to complete the withdrawal slip for the student.

XI. CREDIT BY EXAMINATION:

None