

Marshall University

The following is information on the literacy courses in the Elementary Teacher Education program at Marshall University in Huntington, West Virginia:

Foundations of teaching reading/literacy is based on a methods course format where I teach my preservice teachers as I want them to teach their future students. With each new content topic - we learn by doing, teaching and practicing. The course covers all of the topics the National Reading Panel emphasizes in a writing intensive format that utilizes all best practices with hands on strategies in an interactive format. The exams and assignments are written in a format that requires content knowledge and then application, asking, "How will you teach that information and how will you reach every student?" Differentiated instruction and a focus on nurturing a responsive classroom environment through Morning Meetings, enable every preservice to hone their skills to be the very best reading teacher as possible.

Marshall University College of Education and Professional Development educators do an excellent job of preparing future teachers and constantly evaluates their program for continuous quality improvement.

I am proud to be a part of that team and seek to always improve and grow with my students!

—Dr. Mindy Allenger Associate Professor, College of Education & Professional Development

The National Council on Teacher Quality evaluates required reading coursework for elementary teacher candidates using the rubric below. Programs are scored based on their coverage of the five components of reading instruction - phonemic awareness, phonics, vocabulary, comprehension, and fluency.

As an A+ program for early reading, Marshall University earned a total of 45 points (9 points for coverage of each of the five components of reading instruction).

Category	Component	0 points	1 point	2 points	3 points
Support of Understanding (Maximum points: 3)	Textbook Coverage	None of the required textbooks provide acceptable coverage of component			At least one of the required textbooks provides acceptable coverage of component
Instruction (Maximum points: 3)	Dedicated Lectures <i>"Intensive" refers to class sessions of 2.5 hours or more</i>	No portion of any course meeting adequately addresses component	Part of one course meeting adequately addresses component <i>Intensive:</i> Less than half of one course meeting adequately addresses component	At least one, but less than two course meetings adequately address component <i>Intensive:</i> At least half, but less than one course meeting adequately addresses component	Two or more course meetings adequately address component <i>Intensive:</i> One or more course meeting adequately addresses component
Demonstration of Knowledge (Maximum points: 3)	Quizzes, Tests, and Exams	Not required to demonstrate knowledge of component			Required to demonstrate knowledge of component
	Writing Assignments	No graded writing assignments address component	Part of one graded writing assignment addresses component	One graded writing assignment addresses component	More than one graded writing assignment addresses component
	Instructional Practice	No instructional practice is dedicated to component	Part of one instructional practice session dedicated to component	One instructional practice session dedicated to component	More than one instructional practice session dedicated to component



Marshall University

College of Education and Professional Development

CI 343 WI READING IN THE ELEMENTARY GRADES, K-6: PART I Course Syllabus Spring 2019

CI 446 WI READING IN THE ELEMENTARY GRADES, K-6: PART 2 Course Syllabus Spring 2019

M/W 1:00 – 3:20

Dr. Mindy Allenger

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Marshall University

Curriculum & Instruction / Literacy Education

Course Description from the Catalog and Co-requisites:

CI 343 Study of modern techniques and practices in the teaching and assessment of reading and language arts: Part 1

CI 446 Study of modern techniques and practices in the teaching and assessment of reading and language arts: Part 2

Field Experience: Candidates will be required to complete a 15-hour field experience in a K-2 grade classroom observing reading/language arts teaching and assessing methodology and implementation.

Candidates will be required to complete a 15-hour field experience in a 3-5 grade classroom observing reading/language arts teaching and assessing methodology and implementation.

Course Rationale:

The major purpose of this course is to familiarize prospective teachers with the important aspects of elementary developmental reading instruction and assessment procedures. In order for teacher candidates to gain this familiarity, they will need to become knowledgeable about the reading process, skills necessary for the process, factors that influence the process, assessment of literacy strengths and weaknesses, and ways to motivate students to become readers both inside and outside the classroom. These courses are part of a 2-part instructional sequence focused on the pedagogy of reading instruction and assessment.

Required Texts:

Fox, B. J. (2014). *Phonics and Word Study, for the teacher of reading*. (Eleventh Edition). Boston, MA: Pearson

Reutzel, R. D., & Cooter, R. B., Jr. (2013). *The essentials of teaching children to read: The teacher makes the difference*. (3rd edition). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Diversity Requirements: Teacher candidates will participate in class discussions emphasizing teaching students with diverse needs. Teacher candidates will include special considerations to meet students with various learning styles, intellectual capabilities, cultural differences, and emotional and behavioral needs within all plans and activities, demonstrating differentiation of instruction in all assignments. We will integrate International Children's Literature to improve cultural understanding.

Assessment of Learner Outcomes: Teacher candidates will demonstrate their mastery of course content and materials through the following venues:

Exam: Exams on assigned reading as well as information/notes given during class (Comprehension)

Quick Writes: Short, in-class writing assignments to prompt critical thinking of daily topics (Critical thinking/Problem solving)

Phonics Quizzes: Word attack quizzes from *Phonics and Word Study*: **Candidates cannot receive credit for CI 343 without having passed each of the word attack quizzes at 90% or above accuracy level.**

Lesson Plan: Written lesson plan on one of 5 pillars (phonemic awareness, phonics, primary vocabulary, comprehension and fluency) of reading instruction (Application); LiveText assignment

Journal Presentation: Demonstrate thorough knowledge of field experience (Presentation/Communication)

Reflective Journal / Paper: Reflective journaling of the school field experience (Critical thinking/Communication)/National Board for Professional Teaching Standards (NBPTS) assignment all in writing stages

Project: Development of game/manipulative to support reading instruction of the first 2 pillars. (Comprehension, Peer Collaboration)

Vocabulary Textset: Development of online text set

Strategy Presentation: Present a strategy, short lesson, or technique related to phonemic awareness or phonics. (Presentation/Communication)

Morning Meeting: Partners will lead the class in morning meetings

Class Attendance and Participation: points given for each live meeting of attendance and participation, not participating, tardy, cell phone use, etc – will result in losing those points

Final Exam In class partner writing exam

Participation 5 pts weekly (In class assignments, quizzes, quick writes, reading checks, and group work are part of the daily participation points as well as disposition. Out of class preparation/research may be required prior to participating in some in class assignments. 35 points per CI 343/ CI 446)

Evaluation, Due Dates, and Topics *Tentative* Schedule

use pencil to put dates into your planner

Date	Reading/Topic	Assignment	Due	Points
Week of January 14	Introductions	Point of View Narrative - in class	1/14	5 pts
	Foundations	Phonics Pretest (in class)	1/16	complete
	TCR 5-21, 30-39, 46-49 50-79	Morning Meeting	Various	20 pts
	Phonemic Awareness (PA)	Participation	Weekly 5 pts	35 pts
		Blackboard Check	1/21	complete
Week of January 21 <i>No class Jan. 21</i>	Phonemic Awareness	Literacy Terminology	1/23	20 pts
	Article on PA	2 inch binder due	1/23	complete
	PA Assess	Background check & ID	1/28	complete

Week of January 28	PA Assessment	Phonemic Awareness Exam Lesson Plan draft – Print & bring To class	1/30 1/28	50 pts
Week of February 4	Phonics TCR 90-133	Phonics and Word Study #1 Lesson Plan due to Blackboard	2/4 2/6	10 pts 40 pts
Week of February 11	Phonics TCR 90-133	Phonics and Word Study #2 Prewriting Notes for Observation	2/11 2/13	10 pts 20 pts
Week of February 18 <i>No class Feb 20</i>	Phonics TCR 90-133	Phonics and Word Study #3 Phonics Exam	2/18 2/25	10 pts 50 pts
Week of February 25	Vocabulary TCR 174-209	Phonics and Word Study #4 Vocabulary Project (Text Sets) 1 st draft of Observation – print & bring to class	2/25 2/27 2/27	10 pts 20 pts
Week of March 4	Vocabulary TCR 174-209	Phonics and Word Study #5 Final Draft of Observation Upload Observation to LiveText	3/4 3/6 3/8	10 pts 40 pts
Week of March 11	Vocabulary Supplemental	Strategy Presentation Participation Phonics and Word Study #6 Vocabulary Exam Strategy Presentation	Various 5 pts weekly 3/11 3/13 Various	20 pts 35 pts 10 pts 50 pts 30 pts
Week of March 18 <i>No class March 20</i>	Fluency TCR 142-165	Phonics and Word Study #7 Lesson Plan Draft/shared	3/18 3/20	10 pts 5 pts
Week of March 25	Spring Break	Bonus points possible	3/31	
Week of April 1	Fluency TCR 142-165	Project Draft Sharing Fluency Exam	4/1 4/3	5 pts 50 pts
Week of April 8 <i>April 9 in Student Union – 2 hours</i>	Comprehension TCR 218-264 Graphic Organizers	Phonics and Word Study #8 Project for Undergrad Share Day	4/8 4/9	10 pts. 40 pts
Week of April 15	Comprehension Assessment TCR 218-264	Lesson Plan for grades 3-5	4/15	40 pts
Week of April 22	Comprehension Strategies TCR 218-264	Comprehension Exam Phonics and Word Study #9	4/24 4/22	50 pts 10 pts

Week of April 29	Vocabulary	Review Activity Lesson Register for Reading Praxis Final Draft of National Board Observation Paper	4/29	40 pts
Final Exam		Online review of all pillars	TBD	50 pts

Phonics and Word Study

Quiz #	Pages	Quiz Date	Your Score
1	15-25		
2	157-166		
3	29-38		
4	37-52		
5	53-69		
6	71-84		
7	93-124		
8	126-155		
9	167-192		
10	193-220		