COURSE INFORMATION

PRDV 72528   **Reading Instruction in the Primary Grades**

Credits: 1   **Location:** Online - Blackboard

INSTRUCTOR INFORMATION:

Instructor: Kelsey Bower, BS, M.Ed
Contact: kfamosi@framingham.edu

COURSE OVERVIEW

Course Description:

This course is designed for educators, specialists, or any educational professionals who work in the Kindergarten – Grade 2 learning environment. The course explores Reading Instruction in the primary grades. It takes a closer look at early reading development by through collaborative reviews and discussions on reading instruction. We will identify what is phonics instruction and how it benefits early students. Reading Strategies that will be discussed include: print awareness, alphabetic knowledge, the alphabetic principle, decoding/decodable text, letter-sound knowledge, regular word reading, fluency, and progress monitoring.

Course Objectives/Outcomes:

At the end of the course, successful students will be able to:

- Define and explain phonemic awareness, phonics, and fluency.
- Explain the relationship between phonics and fluency
- Provide strategies for students to know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes) to improve students' reading instruction.
- Create a lesson plan that includes the MA Curriculum Standards for Foundational Skills based in information from this course.

Course Expectations

- Students will log into Blackboard to complete all assignments and discussion board postings.
- Assignments will be completed by the due date.
  - Assignments that are completed late will be deducted 5 points per day late.
  - Module assignments will not be accepted three days past the due date.
- Each reading response assignment should be submitted via Blackboard **(assignment location to be included)** in a PDF format.
- Students will participate in collaborative conversations via Blackboard's discussion board by completing a weekly post as well as responding to two classmates' posts.
- 1 Graduate Credit is equivalent to 15 contact hours (50 minute classroom hours) plus 2 hours of out of class work for every hour in class. Thus, students in a 1 credit graduate course should expect about 45 hours of work in total.

Massachusetts Curriculum Frameworks

<u>**Kindergarten Reading Standards for Foundational Skills:**</u>

Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency
4. Read early-emergent-reader texts with purpose and understanding.

<u>**First Grade Reading Standards for Foundational Skills**</u>
Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.

<u>**Second Grade Reading Standards for Foundational Skills**</u>
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.

Course Readings:

Our course readings can be found via ERIC and JSTOR. You have access to these databases through the [Henry Whittemore Library](#)

<u>**Module 1: Early Development Readings**</u>
Çakiroglu, Ahmet. "The Language Acquisition Approaches and the Development of Literacy Skills in Children." *International Electronic Journal of Elementary Education*, vol. 11, no. 2, Dec. 2018, pp. 201–206. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1202282&site=ehost-live.
ERIC Number: EJ1202282
ISSN: ISSN-1307-9298

"Chapter 1: Why Science Matters." *Research-Based Methods of Reading Instruction, Grades K-3*, by Sharon Vaughn and Sylvia Linan-Thompson, Association for Supervision and Curriculum Development, 2004, pp. 3–7.

http://www.ascd.org/publications/books/104134/chapters/Phonics-and-Word-Study.aspx

Module 2: Phonics
"Chapter 3: Phonics and Word Study." *Research-Based Methods of Reading Instruction, Grades K-3*, by Sharon Vaughn and Sylvia Linan-Thompson, Association for Supervision and Curriculum Development, 2004, pp. 30–48.
 http://www.ascd.org/publications/books/104134/chapters/Phonics-and-Word-Study.aspx

"Explaining Phonics Instruction." *Literacy Worldwide* , International Literacy Association , 2018, www.literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf.

Duke, Nell K.; Mesmer, Heidi Anne E. "Phonics Faux Pas: Avoiding Instructional Missteps in Teaching Letter-Sound Relationships" *American Educator*, v42 n4 p12-16 Win 2018-2019
ERIC Number: EJ1200223
ISSN: ISSN-0148-432X
https://files.eric.ed.gov/fulltext/EJ1200223.pdf

Module 3: Fluency
 Hicks, Cynthia P. "A Lesson on Reading Fluency Learned from 'The Tortoise and the Hare.'" *Reading Teacher*, vol. 63, no. 4, Dec. 2009, pp. 319–323. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ866367&site=ehost-live.

Rasinski, Timothy V. "Why Reading Fluency Should Be Hot." *Reading Teacher*, vol. 65, no. 8, May 2012, pp. 516–522. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ964128&site=ehost-live.

Module 4: Effective Teaching Practices in Reading
Mokhtari, Kouider, et al. "Responding to Reading Instruction in a Primary-Grade Classroom." *Reading Teacher*, vol. 63, no. 8, May 2010, pp. 692–697. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ882919&site=ehost-live.

Rasinski, Timothy, et al. "Two Essential Ingredients: Phonics and Fluency Getting to Know Each Other." *Reading Teacher*, vol. 62, no. 3, Nov. 2008, pp. 257–260. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ819154&site=ehost-live.

Spear-Swerling, Louise. "Components of Effective Reading Instruction." *LD OnLine*, Sept. 2005, www.ldonline.org/spearswerling/Components_of_Effective_Reading_Instruction.

Course Content/Outline and Requirements:

Module Reading Response Questions and Objectives can be found at the very end of the syllabus. These will also be posted in the assignment area on Blackboard.

MODULE 1:   Early Development
Participant Introductions: Create a discussion board post to introduce yourself.   - Include your name, profession (classroom teacher, paraprofessional, etc.), the grade that you work in, public or private school (you can leave the district and school name out if you wish), how long you have been working in the educational setting, and what phonics/reading program do you currently use?   - Why are you taking this course? What do you expect to take away from this course?   **Read Module Readings**   - Complete assigned reading questions by due date.   **Blackboard Discussion on Early Development and Phonemic Awareness:** Why should educational materials and methods be based in scientific research? What is the benefit to this?   **Respond to two classmates post.**   Your response should be insightful.   **Related Article and Summary:** Provide a link to an article related to this week's module topic. The article should be from the last five years. Include a ONE PARAGRAPH response to what you "took away" or learned from the article provided.
MODULE 2: Phonics Instruction
Read Module Readings

- o   Complete assigned reading questions by due date (see Blackboard).
- **Blackboard Discussion on Phonics Instruction:** How can one become a successful reader? What does a child need? As educators, how do we help students receive the instruction they need?
- **Respond to two classmates post.**   Your response should be insightful.
- **Related Article and Summary:** Provide a link to an article related to this week's module topic. The article should be from the last five years. Include a ONE PARAGRAPH response to what you "took away" or learned from the article provided.

MODULE 3: Fluency

- **Read Module Readings**
  - o   Complete assigned reading questions by due date. (see Blackboard).
- **Blackboard Discussion:** Often, students are graded on their Oral Reading Fluency causing instruction to be based around speed reading.   However, fast reading does not mean a child is a fluent reader. How should educators properly instruct fluency?
- **Respond to two classmates post.**   Your response should be insightful.
- **Related Article and Summary:** Provide a link to an article related to this week's module topic. The article should be from the last five years. Include a ONE PARAGRAPH response to what you "took away" or learned from the article provided.

MODULE 4: Effective Teaching Practices in Reading

- **Read Module Readings**
  - o   Complete assigned reading questions by due date (see Blackboard).
- **Blackboard Discussion:** Reflect on the relationship between phonics and fluency. How does phonics impact fluency? Will this change your reading instruction? Why/why not? Provide an article in your response.
- **Respond to two classmates post.**   Your response should be insightful.
- **Blackboard Course Reflection Post:** What are two "take-aways" you gained from

this course that will improve your classroom instruction? Did you find this course to be beneficial to your instruction?

MODULE 5: Final Project

Objective: Students will design a lesson plan that utilizes skills and strategies from the course instruction to improve students reading ability. The lesson plan can focus on phonemic awareness, phonics instruction, fluency instruction, or multiple skills.

Create a lesson plan utilizing at least one reading strategy. Only one trait is required in the lesson plan, however, you may want to include another. For example, you could do a lesson on how phonics instruction increases fluency.

<u>Your lesson plan must include the following:</u>

- Topic
- Grade Level
- Objective/Student Outcomes
- Connection to the MA Curriculum Frameworks
- Accommodations
- Lesson Duration
- Materials Needed (read aloud, extra materials)
- Classroom Materials
- Warm Up
- Learning Experiences – including explicit instruction of one (or more) reading strategy.
- Closure

Course Grading Criteria: 100 points

Module	Assignment	Points
1	Reading Response	10
1	Introduction Blackboard Post	5
1	Blackboard Post and Responses	5
1	Related Article and Summary	5
2	Reading Response	10
2	Blackboard Post and Responses	5
2	Related Article and Summary	5
3	Reading Response	10
3	Blackboard Post and Responses	5
3	Related Article and Summary	5
4	Reading Response	10
4	Blackboard Post and Responses	5
4	Blackboard Reflection Post and Responses	5
5	Final Project/Lesson Plan	15

Reading Response Rubric

10	**Student completed all of the following by due date:** • Provides a 1-2 paragraph response for <u>all 7 questions</u>. • Each response includes quotes with citations from the text.
7	**Student completed all of the following by due date:** • Provides a 1-2 paragraph response for <u>4-6 questions</u>. • Each response includes quotes with citations from the text.
5	**Student completed all of the following by due date:** • Provides a 1-2 paragraph response for <u>1-3 questions</u>. • Each response includes quotes with citations from the text.
0	**Student did not complete the required assignment.**

Blackboard Discussion Board Posting Rubric

5	**Student completed all of the following by due date:** • Provides a minimum 2 paragraph response. • Response includes quotes with citations from the text. • Student responded to two classmates posts with an insightful response (1 paragraph minimum)
4	**Student completed 3 of the four following requirements by due date:** • Provides a minimum 2 paragraph response. • Response includes quotes with citations from the text. • Student responded to two classmates posts with an insightful response (1 paragraph minimum) – counts as 2
3	**Student completed 2 of the four following requirements by due date <u>OR</u> Student completed 3 of the four following requirements one day late:**

	• Provides a minimum 2 paragraph response.
	• Response includes quotes with citations from the text.
	Student responded to two classmates posts with an insightful response (1 paragraph minimum) – counts as 2
2	**Student completed 1 of the four following requirements by due date OR Student completed 2 of the four following requirements one day late:**
	• Provides a minimum 2 paragraph response.
	• Response includes quotes with citations from the text.
	Student responded to two classmates posts with an insightful response (1 paragraph minimum) – counts as 2
1	**Student completed some of following requirements two days late:**
	• Provides a minimum 2 paragraph response.
	• Response includes quotes with citations from the text.
	Student responded to two classmates posts with an insightful response (1 paragraph minimum) – counts as 2
0	**Student did not post.**

Final Project/Lesson Plan Rubric

15	**Student included all of the following by due date:**
	• Topic
	• Grade Level
	• Objective/Student Outcomes
	• Connection to the MA Curriculum Frameworks
	• Accommodations
	• Lesson Duration

	- Materials Needed (read aloud, extra materials) - Classroom Materials - Warm Up - Learning Experiences – including explicit instruction of one of the skills from the course. - Closure
10	**Student included 7-10 the following by due date:** - Topic - Grade Level - Objective/Student Outcomes - Connection to the MA Curriculum Frameworks - Accommodations - Lesson Duration - Materials Needed (read aloud, extra materials) - Classroom Materials - Warm Up - Learning Experiences – including explicit instruction of one of the skills from the course. - Closure
5	**Student included 3-6 the following by due date:** - Topic - Grade Level - Objective/Student Outcomes - Connection to the MA Curriculum Frameworks - Accommodations - Lesson Duration - Materials Needed (read aloud, extra materials) - Classroom Materials - Warm Up - Learning Experiences including explicit instruction of one of the skills from the course.

	• Closure
0	**Student did not complete the required assignment by the due date.**

Academic Honesty Policy

Per the academic honesty policy in the [FSU Graduate Catalog, Student Conduct section, page 21](), "*Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty.* "

Academic Accommodations Policy

"Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments."

For more information, please refer to Disability/Access Services website **or** contact LaDonna Bridges, Associate Dean of Academic Success, lbridges@framingham.edu.

MODULE READING RESPONSE ASSIGNMENTS

PRDV 72528   **Reading Instruction in the Primary Grades: The relationship between phonics and fluency**

Instructor: Kelsey Bower, BS, M.Ed

Contact: kfamosi@framingham.edu

MODULE 1:   Early Development
Course Objectives Related to This Module: • Define and explain phonemic awareness, phonics, and fluency. • Explain the relationship between phonics and fluency • Provide strategies for students to know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) to improve students' reading instruction.   **Assignment:** **After reading the assigned readings for this module, answer the questions below. Each answer should be 1-2 paragraphs long and reference the readings.** 1. After reading Chapter 1 of *Research-Based Methods of Reading Instruction*, why do you think educators should value science in education? 2. Do you think education is a craft or a science? Why? 3. Briefly describe *The Behaviourist Approach* of the acquisition of language skills. 4. Briefly describe *The Linguistic Approach* of the acquisition of language skills. 5. Briefly describe *The Interactionist Approach* of the acquisition of language skills. 6. What basic skills can influence the acquisition of literacy?
MODULE 2: Phonics Instruction
Course Objectives Related to This Module: • Define and explain phonemic awareness, phonics, and fluency.

- Explain the relationship between phonics and fluency
- Provide strategies for students to know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes) to improve students' reading instruction.

Assignment:

After reading the assigned readings for this module, answer the questions below. Each answer should be 1-2 paragraphs long and reference the readings.

1. What is phonics?
2. Why should the language skill of phonological awareness be acquired before phonics instruction begins?
3. What elements are needed in phonics instruction to make it successful for a child?
4. If phonics should not be the entire reading program, what should it be?
5. What should decodable texts include for beginning readers? Why?
6. Look at the Instructional Activities from *Research-Based Methods of Reading Instruction, Grades K-3* in Chapter 3. Identify one activity you could use in your classroom. How will this benefit students? Be sure to include what grade you would use this for.
7. Why does English word reading require more effort to teach and subsequently for students to learn compared to other languages?

MODULE 3: Fluency

Course Objectives Related to This Module:

- Define and explain phonemic awareness, phonics, and fluency.
- Explain the relationship between phonics and fluency
- Provide strategies for students to know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate understanding of spoken words, syllables, and sounds

(phonemes) to improve students' reading instruction.

Assignment:

After reading the assigned readings for this module, answer the questions below. Each answer should be 1-2 paragraphs long and reference the readings.

1. Define fluency.
2. Why has fluency lost its appeal or importance with educators and experts?
3. Define the two essential components of fluency: automaticity and prosody.
4. How does automaticity increase reading comprehension?
5. What is the benefit of deep reading? When does deep reading become problematic?
6. How do readers develop their prosody in reading?
7. What are some effective ways to practice fluency to enhance comprehension?

MODULE 4: Effective Teaching Practices in Reading

Course Objectives Related to This Module:

- Define and explain phonemic awareness, phonics, and fluency.
- Explain the relationship between phonics and fluency
- Provide strategies for students to know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes) to improve students' reading instruction.

Assignment:

After reading the assigned readings for this module, answer the questions below. Each answer should be 1-2 paragraphs long and reference the readings.

1. How do phonics and fluency go hand in hand?
2. Why is the knowledge of word families/rimes so integral to beginning readers?
3. How can you use rhyming poetry to teach phonics *and* fluency?

4. Explain how reading instruction should be explicit and systematic.
5. How did Leah's perception about reading assessments, instruction, and students as learners change after being trained in Reading Recovery?
6. Review pages 695-696 of "Responding to Reading Instruction in a Primary-Grade Classroom" and reflect on your Reading Instruction in your classroom. What "suggestions" can you apply to your reading instruction to improve it? Why?

MODULE 5: Final Project

Objective: Students will design a lesson plan that utilizes skills and strategies from the course instruction to improve students reading ability. The lesson plan can focus on phonemic awareness, phonics instruction, fluency instruction, or multiple skills.

Create a lesson plan utilizing at least one reading strategy. Only one trait is required in the lesson plan, however, you may want to include another. For example, you could do a lesson on how phonics instruction increases fluency.

Your lesson plan must include the following:

- Topic
- Grade Level
- Objective/Student Outcomes
- Connection to the MA Curriculum Frameworks
- Accommodations
- Lesson Duration
- Materials Needed (read aloud, extra materials)
- Classroom Materials
- Warm Up
- Learning Experiences – including explicit instruction of one (or more) reading strategy.
- Closure