Independent Study Course Syllabus

Course Number: ELA 902
Course Name: Developmental Reading Methods and Activities

☐ Online       X Distance Learning

Instructor: Mary Bennett, MA
Phone number: 800-967-9365/559-322-7067
Email: maryebennett@sbcglobal.net
Email is the preferred form of contact as it is checked regularly throughout the day and your instructor will respond within 24 hours.

Other Contact Information: Curriculum Services Associates
5876 E. Powers, Clovis, CA 93619
Office Hours: M-F 8:00 am – 5:00 pm by phone

Units: 3
Grade Level: K-3

Course Description
Developmental Reading Methods and Activities is designed for kindergarten through third grade teachers. This course integrates theory and practice, using innovative teaching strategies. Teachers will engage their students in activities that promote reading skills and are easily adaptable to meet the various learning styles and needs often found in the classroom.

This activity-based course provides the teacher with standards-focused instructional activities that range from phonemic awareness to fluency, all linked to children’s choices in literature. The activities develop visual discrimination, oral communication, letter recognition, letter sounds, vocabulary, and much more. The activities are easily adaptable to meet the needs of whole class or individual students. In addition, the teacher will be provided with ways to determine if their students are able to recognize and decode words as well as check for comprehension through listening, speaking, recalling, and predicting. Many of the activities are “game-type” in nature with the goal being that the students develop a zest for learning and the efficiency for remembering what was learned is enhanced. Teachers will be presented with ideas for integrating the activities and concepts into other curricular areas and suggestions are offered for involving
the parents of primary students and those whose first language is not English in the educational process of their children.

The books suggested as "Literature Links" to the specific skills are books chosen as favorites by primary students. The key to success for implementing these techniques is to link them in some way to books students request and enjoy. Letter/sound, correlation activities and the other reading sub skills become much more meaningful to students when they are connected to a favorite book. In addition, the bibliography was compiled in collaboration with teachers and librarians with a focus on "book popularity" with students. The bibliography can be used to select appropriate books to use with the activities presented in this course.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials
All course materials are contained within the Welcome email. This includes, the course manual, Developmental Reading Methods and Activities, and the other learning activities.

- Available upon request (free): A Chip Pack, which includes colored transparent vinyl chips and pawns to be used as markers for many of the activities and a clear vinyl spinner that can be used when projecting activities will be mailed upon request. If you would like this sent to you, please email the instructor with your mailing address.

NOTE: The course manual is in a PDF format. Users will need the free Acrobat reader to open and view the files (http://get.adobe.com/reader/)

Online Resources
Relevant online resources that support course content and encourage further investigation.

Technology Requirements
- In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.
Course Requirements
The course is divided into seven units of study. In each unit, participants will explore the teaching of reading through:

- Standards Based Instruction
- Learning Activities
- Activity Development
- Collaboration
- Article Review
- Bibliography
- Reflective Essay

Every assignment has a rubric. Most participants are successful on their assignments because they align their work to the rubric, and assignments can be corrected and resubmitted.

Student Learning Outcomes
Upon successful completion of this course, you will be able to:

1. Examine state or national standards in the area of reading/language arts and align those standards with course content. *(NBPTS 2,3,4)*
2. Engage students in high-interest learning activities that link essential reading skills to real reading by utilizing students’ favorite literature and describe each experience through reflective writing. *(NBPTS 2,3,4)*
3. Create an environment in which teachers and students work as active learners and students are encouraged to communicate knowledge through the use of appropriate activities which are described through reflective writing. *(NBPTS 1, 2,3,5)*
4. Develop activities that meet the specific needs of a diverse student population.(NBPTS 1,2,3)
5. Promote staff interaction through observation and sharing and describe the reaction of colleagues through reflective writing. *(NBPTS 1,2,4,5)*
6. Encourage parental involvement in the educational process of their children and describe the selected homework experiences through reflective writing. (NBPTS 1, 5)
7. Review and analyze current trends in reading education. *(NBPTS 1,4,5)*
8. Apply grade level, state or district reading/language arts standards to develop integrated lesson plans with other subjects  *(NBPTS 2,3,4)*
9. Design appropriate learning activities for students that demonstrate mastery or progression towards meeting the standards and describe each experience through reflective writing. *(NBPTS 2,3,4)*
10. Assess and reflect upon teaching practices and the classroom environment in relation to the course content by responding to focus questions. *(NBPTS 4,5)*
National and Common Core Standards
In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers successfully implement appropriate activities in their classroom and reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community.

National Board for Professional Teaching Standards (http://www.nbpts.org/)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

National Standards
As student’s progress through this course they will be responsible for identifying and aligning course content to state or national reading/language arts standards. In addition, they will reflect upon how the standards affect and guide teaching practices.

NCTE/IRA Standards for the English Language Arts (http://www.ncte.org/standards)

These standards are designed to complement other national, state, and local standards and contribute to the ongoing discussion about English language arts classroom activities and curricula. The standards are based on the guiding visions.

- All students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society.

- These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities - reading and writing, and associating spoken words with their graphic representations.

- They encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school.
- These standards provide ample room for the **innovation and creativity essential to teaching and learning**.

- They are **not** prescriptions for particular curriculum or instruction.

- These standards are **interrelated and should be considered as a whole**, not as distinct and separable.

The topics of this course are closely aligned with the concepts emphasized in the NCTE/IRA Standards for the English Language Arts established by the National Council of Teachers of English and specifically meet the following standards:

1. **Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.**

2. **Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.**

3. **Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).**

4. **Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.**

5. **Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.**

6. **Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.**

7. **Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.**

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Date of Revision 4/5/16

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8. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

9. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**Common Core Standards**

The **Common Core State Standards Initiative** is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The goal of this initiative is to develop a common core of state standards in English-language arts and math in grades K-12. The point of this effort is simple: improving teaching and learning to ensure that high school graduates in every part of the nation have the knowledge and skills they need for college or a career. The Common Core Standards are both research and evidence-based as well as internationally benchmarked. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

Though the program is optional, states that adopt it are more likely to receive Race to the Top federal dollars.

**Common Core State Standards Initiative**  
([http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards))

The standards are:

- Aligned with college and work expectations.
- Clear, understandable and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon the strengths and lessons of current state standards.
- Informed by other top performing countries so that all students are prepared to succeed in our global economy and society.
- Evidence and researched based.

As you create lessons for your students you will be exploring National, State, District, or the Common Core Standards and identify how the lessons and activities you implement and develop align with those standards.
# Schedule of Topics and Assignments

Assignments are available for use with or without student participation.

<table>
<thead>
<tr>
<th>Schedule of Topics</th>
<th>Assignments</th>
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</thead>
</table>
| **Unit 1** Standards-Based Instruction (SLO 1,7) | ● Locate and explore relevant reading/language arts standards  
● Reflect upon how standards guide teaching practices |
| **Unit 2** Learning Activities (SLO 1,2,3,5,7) | ● Identify 12 activities in the course content appropriate for the level of the students in your classroom  
● Align each of the activities to national, state, or district standards.  
● Implement the activities and complete a reflection for each one assessing the results |
| **Unit 3** Activity Development (SLO 1,2,3,4,7,8) | ● Design and develop one activity that infuses reading with another subject area. Literature Activities based on Bloom’s Taxonomy  
● Select 2 literature books and develop questions and activities based on Bloom’s taxonomy as outlined in the course content |
| **Unit 4** Teacher Collaboration (SLO 9) | ● Promote staff interaction and collaboration through the sharing of ideas and relevant teaching practices |
| **Unit 5** Article Review (SLO 6,9) | ● Review and analyze current trends in reading education specifically related to your teaching situation |
| **Unit 6** Bibliography (SLO 6) | ● Compile a bibliography of 10 literature books as a supplement to the course bibliography |

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Unit 7

| Reflective Essay (SLO 8) | • Reflect upon the course content and analyze the implications for teaching |

Evidence of Learning

• Course instructor observed evidence of understanding of course objectives as demonstrated through students’ presentation of their knowledge of course concepts guided by focus questions.

• Course instructor observed evidence of understanding of course objectives as demonstrated through students’ reflective writing assignments.

• Course instructor observed evidence of understanding of course objectives as demonstrated through students’ correlation of the activities to state, national, or district standards.

• Student demonstrated their understanding of appropriate methods of teaching reading through the design of lessons for classroom implementation.

• Student demonstrated their understanding of integrating other subject areas into the teaching of reading through the suggestions described in each lesson.

• Student demonstrated reflective teaching practices through connections to course assignments and primary learning outcomes as described in a reflective essay.

Grading Policies and Rubrics

100 total points possible
100 – 90 = A
89 – 70 = B or Credit Grade
Below 70 points = no credit

• The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted.

• Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

• All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of
professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

**Major Assignments**

1. Standards Correlation  
   20 points
2. Learning Activities  
   20 points
3. Activity Development  
   10 points
4. Literature Link Activities  
   10 points
5. Teacher Collaboration  
   10 points
6. Article Review  
   10 points
7. Final Reflection  
   10 points
8. Bibliography  
   10 points

**Rubric for Evaluating Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Sub-Standard</th>
<th>Standard</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards Correlation</strong> 20 points</td>
<td>State or national standards were minimally explored and connected to the activities in the course content, presentation lacks organization and comprehension, writing contains noticeable mistakes in grammar and spelling.</td>
<td>State or national standards for the appropriate grade level were explored, connections were presented and sufficiently connected to course content, presentation is adequate, writing is acceptable with very few mistakes in grammar and spelling.</td>
<td>State or national standards for the appropriate grade level were thoroughly explored, connections were presented and connected to course content, presentation is comprehensive, very well organized, writing is clear, succinct, and reflects graduate level expectations.</td>
</tr>
<tr>
<td><strong>Learning Activities</strong> 20 points</td>
<td>12 activities were implemented, standards were correlated to less than 10 of the activities, objectives were missing or vague, reflections contained a minimal description of the grouping, procedures, and few or no observations, suggestions,</td>
<td>12 activities were implemented, standards were correlated to most of the activities, the objectives were adequately stated but not always specific, reflections were generally clear but did not always comprehensively describe the groupings,</td>
<td>12 or more activities were implemented, standards were correlated to all activities, objectives were specific and stated in terms of observable learner outcomes, reflections were comprehensive and included observations of what went well or</td>
</tr>
</tbody>
</table>
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|---|
| **Activity Development**  
10 points  
Superior=10-9  
Standard=8  
Sub-standard=7 |
| Vague description of the activity is defined, activity somewhat infuses another subject area and is vaguely linked to a skill and objective, target audience, learning materials and a description of the processes, procedures and an analysis of the activity unclear, writing contains noticeable mistakes in grammar and spelling. |
| Clear, and detailed description of the activity is defined, activity is infused with another subject area and linked to a skill and objective, target audience, learning materials and a description of the processes, procedures and an analysis of the activity is presented, writing is acceptable with very few mistakes in grammar and spelling. |
| Comprehensive, clear, and detailed description of the activity is defined, activity is clearly infused with another subject area and linked to a specific skill and objective, target audience, learning materials and a description of the processes, procedures and an analysis of the activity is thoroughly presented, writing is clear, succinct, and reflects graduate level expectations. |
| **“Literature Link” Activities**  
10 points  
Superior=10-9  
Standard=8  
Sub-standard=7 |
<p>| Two books were selected as “Literature Links”, selections are marginally appropriate to the grade level, extension questions and activities were vaguely presented for some levels of Bloom’s Taxonomy, questions |
| Two books were selected as “Literature Links”, selections are adequately appropriate to the grade level, extension questions and activities were sufficiently presented for all levels of Bloom’s Taxonomy, questions |
| Two or more books were selected as “Literature Links”, selections are highly appropriate to the grade level, comprehensive and detailed descriptions of extension questions and activities were |</p>
<table>
<thead>
<tr>
<th>Teacher Collaboration</th>
<th>Article Review</th>
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<tbody>
<tr>
<td>10 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Superior=10-9</td>
<td>Superior=10-9</td>
</tr>
<tr>
<td>Standard=8</td>
<td>Standard=8</td>
</tr>
<tr>
<td>Sub-standard=7</td>
<td>Sub-standard=7</td>
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<table>
<thead>
<tr>
<th>Reflective Essay</th>
<th>Superior=10-9</th>
<th>Standard=8</th>
<th>Sub-standard=7</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Reflection is vague in relation to the strategies presented in the course, lacks a description of the classroom environment, with little or no indication of student participation or plans for future implementation, and writing contains noticeable mistakes in grammar and spelling.</td>
<td>Reflection is specific to strategies presented in the course, there is adequate description of the classroom environment, student reaction, as well as plans for future implementation, and writing is acceptable with very few mistakes in grammar and spelling.</td>
<td>Reflection displays critical thinking that is clear, concise, and specific to the strategies presented in the course, a comprehensive description of the classroom environment, the reaction of the students, and plans for future implementation are included, and writing is clear and succinct and reflects graduate level expectations.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Bibliography</th>
<th>Superior=10-9</th>
<th>Standard=8</th>
<th>Sub-standard=7</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Less than ten books were included, selections were marginally appropriate to the content of the course and vaguely linked to specific activities, bibliographical information is missing, writing contains noticeable mistakes in grammar and spelling.</td>
<td>Ten books were included, selections were appropriate to the content of the course and adequately linked to specific activities, most of the bibliographical information is presented, writing is acceptable with very few mistakes in grammar and spelling.</td>
<td>Ten or more books were included, selections were highly appropriate to the content of the course and clearly linked to specific activities, complete bibliographical information is presented, writing is clear and succinct and reflects graduate level expectations.</td>
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**Writing Requirements**

*Superior:* Writing is clear, succinct, and reflects graduate level expectations.

*Standard:* Writing is acceptable with very few mistakes in grammar and spelling.

*Sub-standard:* Writing contains noticeable mistakes in grammar and spelling.

**Grading Options**

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit.

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Instructor/Student Contact
Built into the course requirements are several contacts between the course instructor and the students via phone, fax, or email. Questions are addressed and assistance is offered through these contacts, however, students are encouraged to contact the instructor at anytime throughout the course to discuss the materials, assignments, or any questions that they may have.

How to send Email:
The subject line of all Email must contain the following information:
course number your last name, first initial.
example: ELA 902 Bennett, M.
Email sent without this subject line will not be opened.

If you have to leave a message, please leave your name, the course number, and any questions you may have along with a phone number so that we may return your call.

The required contacts are as follows:

- Carefully examine the course materials and the assignments. Contact the course instructor via phone or email after you have gone through the course material and when you are ready to begin the assignments. Indicate the grade level that you teach, how you are going to implement the activities, and ask any questions that you may have regarding the course. In addition, you are encouraged to contact the instructor at any time to discuss the assignments or ask for clarification.

- Upon completion of the first two activities selected from the course content, send the reflections to the course instructor via email or fax. The instructor will contact you for assessment and feedback. Do not fax or email anything other than the first two activities, the remaining coursework will be sent via regular mail upon completion of all the assignments.

- Upon receipt of your completed assignments the instructor will contact you via phone or email to confirm course completion and discuss the coursework.

References/ Resources
These books are suggestions for “Literature Links” in addition to the ones listed in Developmental Reading Methods and Activities.

Nursery Rhymes


**Time**


**Measurement**


**Numbers & Visual**


**Counting Books**


**Opposites**


**Letter/Sound Correlations**


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Y  Page, Robin. *What Do You Do with a Tail Like This?*. Houghton Mifflin. 2003


**Bibliography**

Ten articles on strategies for teaching reading to primary students:
(http://www.helium.com/knowledge/151138-strategies-for-teaching-reading-skills-to-
elementary-school-students)

Asher, J. *Learning Another Language Through Actions*: The Complete Teachers' Guidebook,


Mireles, R., Nevarez, S., & Ramirez, N. *Experiences With Literature: A Thematic Whole Language Model for the K-3 Bilingual Classroom*. Addison Wesley. 1990

**Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.
Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL [http://www.fresno.edu](http://www.fresno.edu).

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CE 1.</th>
<th>Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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</thead>
<tbody>
<tr>
<td>CE 2.</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td>CE 3.</td>
<td>Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
</tr>
<tr>
<td>CE 4.</td>
<td>Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
</tr>
<tr>
<td>CE 5.</td>
<td>Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</td>
</tr>
<tr>
<td>CE 6.</td>
<td>Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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</tbody>
</table>

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

**Student Learning Outcomes Oral Communication:** Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically
**Written Communication:** Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.

**Content Knowledge:** Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**Reflection:** Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.

**Critical Thinking:** Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.

**Moral Reasoning:** Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.

**Service:** Students will demonstrate service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.

**Quantitative Reasoning:** Students will accurately compute calculations and symbolic operations and explain their use in a field of study.

**Information Literacy:** Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.