

Course: ED326 T & N-T Teaching Upper Elementary Reading & Literacy
Credit: 3 hours
Semester: Spring, 2026 (Sessions 1 & 2) January 12 – May 8
Time: 9:30 – 10:50 a.m. Tuesdays & Thursdays
Location: East Education Building, Room 125
Instructor: Dr. Karen Hange
Contact Info: Office phone: 816-425-6186 Email: karen.hange@calvary.edu

I. DESCRIPTION

This course will provide opportunities to increase understanding of the reading process and strategies for effective literacy instruction and assessment methods with an emphasis on the upper elementary grades (4-6). Focus areas include techniques and strategies that will promote vocabulary development, fluency progression, comprehension and text analysis, and the writing process. Strategies for developing critical thinking and problem solving in literacy will be developed. (Prerequisite: ED 190 or permission from the Education department program director; must be officially admitted to the Teacher Education program).

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Education Department at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recognize the central concepts and **tools of inquiry** of reading and literacy instruction to create learning experiences that are meaningful and engaging for all students.
 - a. PLO-2; MTS 1, 3
 - b. Assignments: A1, A3, B1, B2, B4, B5, B6
2. Gain understanding of how students learn, develop, and differ in their approaches to learning to provide learning opportunities adapted to **diverse learners** that support the intellectual, social, and personal development of all students.

- a. PLO-3, 4; MTS 2, 3, 6
 - b. Assignments: A1, B2, B3, B6, B7
3. Recognize the **importance of planning** and curriculum development of lessons and activities to individualize instruction to meet the diverse needs of learners.
 - a. PLO- 3, 4, 5; MTS-3
 - b. Assignments: A1, B2, B3, B6, B7, B8
 4. Understand how to use **formative and summative assessment** strategies to assess learner's progress and plan ongoing instruction.
 - a. PLO- 2, 5; MTS- 4, 7
 - b. Assignments: A1, A3, B3, B5, B6
 5. Prepare to **seek opportunities to grow** professionally, academically, and in your biblical ontology, in order to positively impact learning for all students.
 - a. PLO-1, 6; MTS-8
 - b. Assignments: A2, B1, B3, B4

B. Specific competencies to be achieved. The student will:

1. Evaluate and utilize contemporary reading and literacy **standards and curriculum** materials for reading and literacy education.
 - a. PLO- 2, 6; MTS-1
 - b. Assignments: A1, B2, B4, B6, B7
2. Demonstrate knowledge of how to assist students in **setting learning goals** to organize their learning and self-reflect on their overall growth.
 - a. PLO- 1, 4; MTS 2, 3, 7
 - b. Assignments: A2, B2, B3, B4, B5, B6
3. Understand how to select **appropriate strategies**, including technology and engagement, to address individual student needs, such as English language learners, learning challenged, and gifted/talented, in meeting curriculum objectives.
 - a. PLO- 2, 3, 4; MTS 1, 2, 3, 4, 5, 6, 7
 - b. Assignments: A1, B1, B2, B3, B5, B6, B7
4. Develop a knowledge base of **assessment strategies** and tools, while understanding the effects of instruction on individual and whole class learning.
 - a. PLO- 4, 5; MTS 2, 3, 4, 6, 7
 - b. Assignments: A2, B1, B3, B4, B5, B6
5. Understand strategies for **reflecting** on teaching practices to refine her/his own instructional process in order to promote the growth and higher-level thinking of students.
 - a. PLO- 1, 6; MTS 8, 9
 - b. Assignments: A2, B3, B4

III. MATERIALS

A. Textbooks

The Bible (see note below in course policies)

Gunning, Thomas G. *Creating Literacy Instruction for All Students*, 10th edition, Pearson, 2019. ISBN: 978-0134986487 (Retail: \$80.00) **Same as used in ED 325.**

Serravallo, Jennifer. *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers, 1st edition* Heinemann Publishing, 2023. ISBN: 978-0325132679 (Retail: \$49.90 Amazon).

B. Additional Reading

Additional materials (handouts, journal articles, websites, etc.) may be assigned by the instructor during the course.

IV. REQUIREMENTS

A. Weekly Assignments

1. Reading

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Chapters 1 -6 were covered in ED 325. This class will start with Chapter 7. Chapter quizzes will be given over the textbook material.

2. Discussion Posts

An article or discussion question will be posted four times during the course through CANVAS. Students are expected to respond with a 150- 200 word response and respond to the reflections of two of their peers each week by midnight on Sunday.

3. Quizzes

A quiz will be posted on CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

B. Assignments & Projects

1. Teaching 2 Reading Strategy Lessons

Teach a mini-lesson for a reading strategy from the Serravallo textbook. Each student will present from a different type of Strategy goal. These lessons focus on specific reading skills and provide ideas, but students may need to supplement with some of their own ideas to expand the lesson. These lessons will bridge the gap between theory and practice to demonstrate understanding of pedagogical principles. Lesson should be 15-20 minutes in length and should include submission of a detailed written lesson plan.

2. Demonstrate Understanding of Vocabulary Instructional Routines

Students will select two grade-level texts and identify 4 vocabulary words for each of the 3 Tiers based upon instructions provided in class. Students will then select 1 of the Tier 2 words and develop a short instructional routine to explicitly teach for understanding.

3. Administer Reading Assessments & Reflect on Experience

Students will interact with elementary students and practice administering a couple of reading assessments from the reading inventories available on the website Reading A-Z as presented in class. Then they will submit a reflection paper of 500-600 words that describes the experience and what they learned.

4. Explore and analyze different reading comprehension tools

Using resources provided in class, compare different visual tools and write a short reflection paper that demonstrates understanding of graphic organizers and various aspects of reading comprehension.

5. Reading and Literacy Resource Pinterest Project

Students will create a Pinterest board with resource ideas for reading and literacy for upper elementary classrooms.

Include 40 ideas that you could be used in your future classroom:

- Select a variety of ideas from the following categories—bulletin boards, book circle projects, poetry sites, virtual fieldtrips, author sites, reading comprehension resources, vocabulary development, creative book report presentation ideas, etc.
- Must have at least 4 ideas from each of the categories listed above with a total project count of 40 ideas.
- Curate meaningful links—do not include general references to many sites.

6. Create a Poetry Portfolio Unit Plan.

Develop a resource portfolio to teach poetry to a range of elementary grades.

- Describe connections to the Missouri Learning standards.
- Include activities that introduce students to the following types of poetry: Haiku, Alliteration, Rhyme, Rhythm, Personification, Diamonte, Cinquain and Acrostic.
- Select one children’s poet and create a simple fact sheet of biographical data.
- Create a list of 10 poetry anthology books that you would make available for your students to use as reference. List publication information and include small picture.
- Print 10 individual poems from a variety of authors and types that could be used as read-alouds.
- Create 3 detailed lesson plans using different types of poetry for each lesson.
- Create a Poetry Anthology Project book that could later be used as a sample for your future classes.

7. Family Literacy Night Plan

- Theme for the night & Objectives for the families who attend
- Parent Handout on the benefits of reading with your child
- Specific activities/agenda of the evening. Should have at least 3-4 activities for different age levels and reading levels.
- Compile all the above elements into a Powerpoint and present to class. Powerpoint should include a minimum of 10 slides and the presentation should be 10 min
- Facilitate one of the activities that emphasizes the value of literacy connections and strengthens literacy motivation in community context.

8. Design a Literacy Bulletin Board

Students will create and display a bulletin board that aligns with the Poetry Unit.

V. METHODS

A. Teaching

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|-------------------------|----------------------|
| 1. Lectures | 4. Projects |
| 2. Group discussion | 5. Writing |
| 3. Research and reading | 6. Practicing skills |

B. Grading

- | | |
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| 1. Weight given to assignments: | |
| Quizzes 10 quizzes x 10 points each | 100 points |
| Discussion posts 7 posts x 15 points each | 105 points |
| Teaching Reading Strategy Lesson 2 x 75 | 150 points |
| Vocabulary Instructional Routines | 45 points |
| Administering Assessments Activity | 150 points |
| Comprehension Tools Analysis | 75 points |
| Literacy Resource Pinterest Collection | 75 points |
| Poetry Anthology Unit Plan | 200 points |
| Family Literacy Night Plan | 50 points |
| Bulletin Board Display | 50 points |
| <u>Weekly Participation in Class or Online</u> | <u>500 points</u> |
| Total points for course | 1,500 points |

2. Late Assignments

Late assignments may be penalized 10 points of the grade on that assignment.

3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

VI. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.

D. Academic Activity & Participation

Students must engage in the weekly in-class session(s).

Students who are enrolled as in-person students are expected to be punctual and present in-person for each class session.

Students who are enrolled as online students will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities BEFORE THE NEXT CLASS SESSION.

E. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	Jan 13 & 15	Reading Engagement & Fluency Serravallo: Goals 2 & 4	Bulletin Board assigned
2	Jan 20 & 22	Building Vocabulary Chapters 7	Vocabulary Analysis assignment
3	Jan 27 & 29	Serravallo: Goals 3 & 11 COGE Conference	
4	Feb 3 & 5	Comprehension Theories & Strategies Chapter 8	Pinterest Project
5	Feb 10 & 12	Serravallo: Goals 7 & 8	Comprehension Tools Analysis
6	Feb 17 & 19	Text Structure & Teaching Procedures Chapter 9	
7	Feb 24 & 26	Serravallo: Goal 10	Reading Strategy Teaching Demonstration # 1
8	Mar 3 & 5	Reading & Writing in the Content Areas Chapter 10	Reading Assessments with Elementary Students
Spring Break March 9-12			
9	Mar 17 & 19	Serravallo: Goals 8 & 9	

10	Mar 24 & 26	Reading Literature Chapter 11	Reading Strategy Teaching Demonstration # 2
11	Mar 31 & Apr 2	Serravallo: Goal 5 & 6	
12	Apr 7 & 9	Approaches to Reading Instruction Chapter 12	
13	Apr 14 & 16	Serravallo: Goal 12	Unit Plan & Poetry Project Presentations
14	Apr 21 & 23	Writing, Reading & Interactive Notebooks Chapter 13	
15	Apr 28 & 30	Serravallo: Goal 13	Family Literacy Night Presentation
16	May 5 & 7	Creating Literacy Programs Chapter 14	