

*Erin Spring***EDUC 561: Reading Instruction in the Elementary Classroom  
Winter 2025****Land Acknowledgement:**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

**Class Dates: January 13-February 12, 2025**

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

This course focuses on supporting elementary-aged children in their reading development. Students will explore the foundations of learning to read and promising practices for engaging students in ways that develop their competence and joy in the act of reading.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

- various individual and contextual factors that influence reading development, such as learning context, instructional methods/strategies, social interaction and teacher-student interaction.
- a variety of instructional strategies that can facilitate reading development in key areas, including comprehension, phonics, phonemic awareness, vocabulary and fluency.

**COURSE DESIGN AND DELIVERY:** To ensure maximum accessibility to all topics for all students, this course will be held online. This course meets synchronously once per week for two hours. Please expect to engage significantly in asynchronous work of approximately 5 hours per week.

**REQUIRED RESOURCES:**

Aukerman, M. (2008). In praise of wiggle room: Locating comprehension in unlikely places. *Language Arts*, 86(1), 52-60.  
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41962319>

Clay, M. M. (1991). Introducing a New Storybook to Young Readers. *Reading Teacher*, 45(4), 264–273.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=9201061223&site=ehost-live>

Gambrell, L. B., & Morrow, L. M., (2014). *Best practices in literacy instruction* (5<sup>th</sup> edition, select chapters).  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1760713>  
 (only one online user at a time)

Lewis, C. (1993). "Give people a chance:" Acknowledging social differences in reading. *Language Arts*, 70, 454-461.  
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41482118>

Rosenblatt, L. (1982). The literary transaction: Evocation and response. *Theory Into Practice*, 21, 268-277.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=5200629&site=ehost-live>

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP/ INDIVIDUAL	WEIGHT	DUE DATE
1	Reflection Paper	Individual	50%	February 2
2	Part A: Presentation Rationale	Individual	10%	February 10
	Part B: Exemplars of Classroom Practice (Narrated Presentation)	Individual	40%	February 16

### WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks
Jan 13-19	Introduction & overview of best practices in literacy instruction	<p><b>Readings:</b>            Gambrell and Morrow (2014) Textbook:</p> <ul style="list-style-type: none"> <li>Chapter 1: Evidence-Based Best Practices for Comprehensive Literacy Instruction</li> <li>Chapter 2: Current Issues and Best Practices in Literacy Instruction</li> </ul> <p><b>Tasks:</b> Select and post one quote from each reading in your group discussion space along with a brief rationale by class date, 10 am. <b>(Due: January 15 Wed 10 am)</b></p>
Jan 20-27	Best practices in early literacy & social differences in reading	<p><b>Readings:</b>            Gambrell and Morrow (2014) Textbook:</p> <ul style="list-style-type: none"> <li>Chapter 4: Best Practices in Early Literacy (Preschool, Kindergarten and First Grade)</li> </ul> <p>Clay (1991): Introducing a New Storybook to Young Readers            Lewis (1993): "Give people a chance:" Acknowledging social differences in reading.</p> <p><b>Tasks:</b> Select and post one quote from two (of the three) readings in your group discussion space along with a brief rationale by class date, 10 am. <b>(Due: January 22 Wed 10 am)</b></p>

Jan 27- Feb-2	Literacy transaction & Comprehension	<p><b>Readings:</b> Rosenblatt (1982): The literary transaction: Evocation and response. Aukerman (2008): In praise of wiggle room: Locating comprehension in unlikely places.</p> <p><b>Tasks:</b> Select and post one quote from each reading in your group discussion space along with a brief rationale by class date, 10 am. <b>(Due: January 29 Wed 10 am)</b></p> <ul style="list-style-type: none"> <li>• <b>LT1 Reflection Paper, Due: Feb 2<sup>nd</sup> Sunday by midnight</b></li> </ul>
Feb 3- 10	Phonics & Vocabulary Instruction	<p><b>Readings:</b> Gambrell and Morrow (2014) Textbook:</p> <ul style="list-style-type: none"> <li>• Chapter 8: Best Practices in Teaching Phonological Awareness and Phonics</li> <li>• Chapter 9: Best Practices in Vocabulary Instruction</li> </ul> <p><b>Tasks:</b> Select and post one quote from each reading in your group discussion space along with a brief rationale by class date, 10 am <b>Due: February 5 Wed 10 am)</b></p>
Feb 10- 12	Informational Texts & Fluency in Reading	<p><b>Readings:</b> Gambrell and Morrow (2014) Textbook:</p> <ul style="list-style-type: none"> <li>• Chapter 11: Best Practices in Informational Text Comprehension Instruction</li> <li>• Chapter 12: Best Practices in Fluency Instruction</li> </ul> <p><b>Tasks:</b> Share your <b>presentation rationale</b> in your group discussion space <b>Due: February 10 Monday by midnight</b></p> <ul style="list-style-type: none"> <li>• <b>LT2 Narrated Presentation on Exemplars of Classroom Practice, Due: February 16 Sunday by midnight.</b></li> </ul>

**CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

**LEARNING TASKS AND ASSESSMENT**

There are three required Learning Tasks for this course.

**LEARNING TASK 1: Reflection Paper, DUE: February 2<sup>nd</sup>, Sunday midnight**

The purpose of LT1 is to encourage deeper learning and understanding of course concepts through discussion and reflection. In this first task, you will have the opportunity to reflect on your own understanding of early literacy and reading development and to envision how you may adapt/implement evidence-based practices in your own teaching.

Your 5-page reflection paper (double-spaced, 1200 words, not including references) will be guided by three components:

Course Readings: Discuss your key takeaways from the readings and how they contribute to your developing understanding of the topics related to reading development and evidence-based instruction. Please make connections to a minimum of four readings (from the first three week's readings) in your reflection.

Group Discussions: Each week before our Zoom class, you will select and post quotes from the readings (as outlined in the course schedule) that may have intrigued, surprised and/or resonated with you. You will also be including a brief rationale in your post (two/three sentences to explain why you chose this particular quote from the reading). During our Zoom classes, you will have the opportunity to meet with your group members in breakout rooms and to use your quotes to unpack course concepts or focus on specific themes/parts from the readings. In your reflection, please include

two quotes you have previously selected and discuss how they helped inform/guide/advance group discussion/learning. Please also provide other examples from your group discussions that influenced your thinking and learning.

Connections to Future Practice: For this part, please reflect on what you may carry into your own teaching from your course learning in relation to fostering reading engagement and development and applying specific instructional practices.

You may use the components above as sub-headings within your paper or weave your reflections on these three areas into a coherent narrative.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

	<b>A+ / A</b>	<b>A-/B+</b>	<b>B / B-</b>	<b>C and below</b>
<b>Reflection on Course Concepts/Learning</b>	Critically reviews existing knowledge, questions assumptions, and articulates new perspectives as a result of classroom learning	Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of classroom learning	Makes use of existing knowledge without an attempt to evaluate/appraise knowledge	Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge
<b>Connections to Course Components</b>	Supports reflection with superior connections to course readings, group discussions; articulates implications/insights for future practice	Supports reflection with some connections to course readings, group discussions; articulates some implications/insights for future practice	Supports reflection with minimal connections to course readings, group discussions; articulates minimal insights for future practice	Makes minimal/no connections to course readings, group discussions; articulates minimal/no insights for future practice
<b>Clarity and Style</b>	Reflection articulated clearly and supported by research; in-text, reference citations included/formatted acc. APA 7	Reflection articulated adequately, with some support from research; in-text, reference citations included/ formatted acc. APA 7	Reflection articulated in disorganized manner; with flow of argumentation not always clear; some incorrect use of references / APA 7	Reflection presented in an unclear, disorganized manner, with argumentation not clear; inconsistent or incorrect use of r references/APA 7

### LEARNING TASK 2: Exemplars of Classroom Practice (Rationale & Narrated Presentation)

**DUE: February 10<sup>th</sup> Monday & 16<sup>th</sup> Sunday by midnight respectively**

The purpose of this task is to build your awareness and understanding of a range of classroom and evidence-based practices for reading instruction. For this task you will research and report on two distinct classroom examples of how teachers support students' reading engagement and development in the elementary classroom focusing on specific areas such as comprehension, phonics, phonemic awareness, vocabulary and fluency. One of those classroom exemplars should be research-based (explored/reported through a study) and the other one can be from an open access source or an educational website (or both can be research-based).

**Part A - Presentation Rationale (Due Feb 10 Monday by midnight):** You will upload a one-page (single-spaced, around 500 words) rationale in D2L Dropbox explaining why you selected these two classroom exemplars as well as providing a brief written description for each of them. Please ensure to provide citations/links to your exemplars in your rationale using APA 7. Please also post a copy of your rationale in your group discussion space in D2L for your classmates to view and provide feedback.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2: PRESENTATION RATIONALE

Rationale will be evaluated based on the relevance of chosen exemplars to course concepts, inclusion of adequate description and references/links to the sources selected.

**PART B - Narrated Presentation (Due Feb 16 Sunday by midnight):** You will create a narrated slide presentation responding to following guiding questions for each exemplar of classroom practice:

- What theoretical and pedagogical concepts underpin the classroom/instructional practices and/or learning activities?
- What are the learning goals/objectives?
- What is the context?
- What are the teaching and learning activities that support and expand students' reading development on specific areas?
- How are students assessed (if available)?

Please support your responses with references to a minimum of five scholarly sources, including course readings and other relevant sources. You can use PowerPoint, Canva, Google Slides or other similar formats for your narrated presentation (approximately 10-12 slides for a 8-10 min presentation). Please upload a copy/link in D2L Dropbox as well as in your D2L group discussion space by the due date, February 16<sup>th</sup>.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2: NARRATED PRESENTATION**

	<b>A+ / A</b>	<b>A-/B+</b>	<b>B / B-</b>	<b>C and below</b>
<b>Discussion of the classroom exemplars</b>	Provides a thorough and insightful overview of the classroom exemplars by addressing the guiding questions as described in the LT instructions.	Provides a good overview of the exemplars by addressing the guiding questions as described in the LT instructions.	Provides a brief overview of the exemplars by addressing some of the guiding questions.	Provides an incomplete overview of the exemplars and does not address the guiding questions
<b>Presentation- clarity, flow, organization</b>	Highly accessible, easy-to-follow with a variety of multimodal and contextual supports (e.g., images, videos, lesson plan/activities samples, etc.)	Mostly accessible, easy-to-follow with some multimodal and contextual supports (e.g., images, videos, lesson plan/activities samples, etc.)	Somewhat accessible and easy-to-follow with a minimal use of multimodal and contextual supports	Somewhat accessible, hard to follow with no use of multimodal and contextual supports
<b>Theoretical/Pedagogical Connections</b>	Supports presentation with strong/clear connections to relevant research/course readings; in-text, reference citations included/formatted acc. APA 7	Supports presentation with good connections to relevant research/course readings; in-text, reference citations included/ formatted acc. APA 7	Supports presentation with minimal connections to relevant research/course readings; inconsistent or some incorrect use of references/APA 7	Supports presentation with minimal/no connections to relevant research/course readings; inconsistent or incorrect use of References/APA 7

**THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK**

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

**The Importance of Attendance and Participation in Every Class**

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

### Engagement in Class Discussion and Inquiry

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### Expectations for Writing and Use of Generative AI

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT). If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### Late Submissions

All late submissions of assignments must be discussed with the instructor prior to the due date. **Late submissions not discussed with the instructor prior to the due date will receive a zero.** A deferral of up to 30 days may be granted for the final learning task with accompanying written evidence. The request for a DTW must be made by the deadline for submission of the final learning task (i.e., assignment). DTW is not meant to make up a major portion of the term work. The student must initiate the process by asking the instructor for a DTW as soon as they know they will be unable to complete the final learning task by the deadline. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

### GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

#### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure

to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts

of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **Other Important Information**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA)** President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Tracy Dinh, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).