

EDLA 501: Foundations of Literacy
Eastern Mennonite University at Lancaster
Master of Arts in Education
Fall 2012

Location: Lancaster Campus

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Dates: September 7 and 8, September 21 and 22, October 5 and 6, October 19 and 20, November 16 and 17, 2012

Time: Total Class time: 42 hours

Credit Hours: 3 graduate semester hours

Course Description:

This course will examine the psychological, social, cultural and linguistic components of the developmental processes of reading and writing including phonemic awareness, alphabetic code, fluency, vocabulary, and comprehension. The course emphasizes the importance of appropriate instruction and materials according to the child's developmental stage. The focus of the course is to develop an understanding of how children learn to read; to understand the spelling system of English orthography and how that influences word knowledge in reading and writing; to acquire an ability to select materials appropriate to the child's developmental stage and to explore what we as teachers can do to provide appropriate instruction based on the Pennsylvania Academic Standards and Assessment Anchors. Appropriate instruction is based on the findings of the National Reading Panel and its implications in phonemic awareness, phonics, fluency, comprehension and vocabulary. The areas of writing, motivation, and technology will also be explored.

Conceptual Framework: "Preparing Caring, Reflective Teachers for the Changing World". The EMU Teacher Education Program has chosen the theme *Teaching boldly in a changing world through an ethic of care and critical reflection* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to

learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Prerequisites:

Undergraduate degree (some teaching experience preferred)

Purpose:

- To assist teachers in gaining knowledge and understanding of current literacy research and practice
- To provide experiences that will enhance the teacher's competence and confidence
- To empower teachers to use the classroom context as a laboratory for learning about effective literacy instruction

Rationale:

Research in literacy and its instruction has resulted in the following conclusions:

- Literacy develops in a systematic fashion, but at different rates for different children.
- A child's developmental stage determines what he or she needs instructionally to progress in developing literacy skills.
- Skills and strategies in reading and writing develop best when children are taught and given practice in contexts that require the coordinated use of those skills and strategies for meaningful and relevant purposes.
- Direct instruction benefits students when it is purposefully designed to meet documented learner needs.
- The Gradual Release of Responsibility Model helps teachers to guide students to the independent level.
- The National Reading Panel Report (2000) emphasizes the need to link scientific research literature on reading to instructional practices. From this report five components comprise a comprehensive reading program: phonemic awareness, phonics, fluency, comprehension and vocabulary.
- As the National Reading Panel is reconvening, they will be exploring the areas of writing and motivation as well as reviewing the previous report.

Instructional Procedures:

- Lectures and discussions facilitated by the course instructor covering the topics outlined
- Student participation in the form of presentations, demonstrations, projects, and discussions
- Interactions and responses to presentations and projects

Course Outcomes:

The student will:

- Understand how children learn to read and write by examining the psychological, social, cultural, and linguistic components of these processes. *(S; I; PK)*
- Recognize speaking, listening, reading, writing and spelling as developmental continuum and identify behaviors that characterize different stages. *(S; I)*
- Compare and contrast major theories of language acquisition, including that of second language learning, and their influence on teaching. *(S; PK; CR)*
- Examine the various approaches and historical roots of beginning reading instruction. *(S.)*
- Know how strategies and assessments affect beginning readers within different socioeconomic and cultural contexts. *(S; PK; C; CR)*
- Examine the materials used to teach children to read, including the basal reading series, trade books, and electronic media, and learn how to make appropriate selections. *(PK)*
- Understand the spelling system of English orthography and recognize the relationship between spelling and word recognition. *(S; PK)*
- Know how and where phonemic awareness and phonics instruction fits into a developmental approach to teaching beginning reading. *(PK)*
- Understand various theories of reading comprehension and the instruction that each supports. *(S; PK)*
- Understand vocabulary development and acquire strategies to support the development. *(S; PK; I; C)*
- Understand the development of writing skills and its relationship to reading. *(S; PK)*
- Become familiar with the major causes of reading disabilities and instructional implications including individual education plans (IEP) for students with severe learning problems. *(S; PK)*
- Develop competent knowledge of PSSAs in reading selected research in the area of psychology and pedagogy of literacy development. *(L; I; S)*
- Communicate with parents to make them effective partners. *(C; Ca; L)*

- Collaborate with other educators who are serving as resource to other teachers. (*I; C; L*)

Course Experiences:

- Class presentations and discussions will include text readings, readings from journals, and outside resources.
- Creation of a vision of comprehensive literacy to be reflected upon and revised throughout the course.
- In-class demonstrations will include instructional materials and strategies, and may include video clips.

Required Text:

Gambrell, L.B., & Morrow, L.M. (Eds.). (2011). *Best Practices in Literacy Instruction* (4th ed.). New York: The Guilford Press.

Course Requirements & Method of Evaluation: Each student will be responsible for attending classes, participating in class discussions, preparing and reporting on assigned readings, submitting written assignments, and presenting class projects.

The final grade in this course will be based on the student's performance in the following areas or activities:

<u>Activity</u>	<u>Points</u>
Class Participation	20
Chapter Presentation	48
Lesson Design and Presentation	80
Chapter Reflections	60
Portfolio	20
Lesson Visitation	16

Points/percentages equate to grades as follows:

96-100	A
92-95	A-
88-91	B+
84-87	B
80-83	B-
Below 80	C

Attendance Expectations: As stated in the EMU Graduate Catalog: “Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of six 50-minute periods or four 75 minute periods (300 minutes) in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.”

Late Work: Students who do not complete course requirements in the specified times will have a grade deduction on the late assignments. If there are special circumstances, these should be discussed with the instructor.

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style: Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition, 2nd printing* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Class Schedule and Due Dates

Prior to First Session

- Read the Introduction and Chapter 1 in *Best Practices in Literacy Instruction 4th Edition* (2011) edited by Linda B. Gambrell, Lesley Mandel Morrow, and Michael Pressley

September 7 and 8

- Course Expectations
- **What is your definition/vision of literacy?**
- **How has the definition of reading changed through the 20th and into the 21st centuries?**
- **How has the National Reading Panel report impacted reading instruction?**
- **How can we be effective consumers of research on literacy?**
- **What are the Common Core Standards and implications for instruction?**

- **APA Requirements**
- **What can we learn from Stage Theories of Literacy Development?**
 - **Assignment:**
 - Read Chapters 8, 11, and 13 in *Best Practices*
 - Chapter Reflections- Chapters 8 and 11
 - Prepare Chapter Presentation

September 21 and 22

- **What are best practices in literacy assessment?**
- **What does brain research tell us about literacy acquisition?**
- **What is the importance of phonological awareness and the alphabetic principal?**
- **How do phonological awareness and the knowledge of the alphabetic principal develop in individuals?**
- **What are best practices for assessment and instruction in phonological/phonemic awareness and phonics?**
- **What are best practices in assessment and instruction for fluency?**
 - **Assignment:**
 - Read Chapters 9, 10, and 12 in *Best Practices*
 - Chapter Reflections- Chapters 9 and 10
 - Prepare Chapter Presentation

October 5 and 6

- **What are best practices in comprehension instruction?**
- **What are best practices in vocabulary instruction**
- **What is the importance of writing in language arts instruction?**
- **How does Kid Writing (with invented spelling) support the development of phonetic knowledge?**
- **What can we learn from research on spelling?**
 - **Assignment:**
 - Read Chapters 4, 5, and 6 in *Best Practices*
 - Chapter Reflections- Choose 2
 - Lesson Visitation due next class

October 19 and 20

- **Adolescent Literacy-** Guest Instructor: Joyce Young, Secondary Reading Supervisor, Hempfield School District
- **What are best practices in adolescent literacy?**
- **What can we learn from Reading Next?**
- **What are effective content literacy practices and strategies?**
- **What are the best practices for Struggling Readers and ESL students?**
- **RtII-** Guest Instructor: Dr. Catherine Cieslinski, Instructional Support Teacher, Hempfield School District
- **What are best practices in Early Literacy?**
- **What are some models of early intervention?**
- **How is Family Literacy important?**
 - **Assignment:**
 - Read Chapters 16 and 17 in *Best Practices*- No chapter reflections

November 16 and 17

- **Final project presentations**
- **Submit course portfolio on November 16**
- **What is essential in Differentiated Small Group and Guided Reading?**
- **What does research tell us about best practices in New Literacies?**
- **What is reading?**

Resources

Adams, M., Foorman, B., Lundberg, I., Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore, MD: Brookes Publishing.

Allen, J. (2000). *Yellow brick roads*. Portland, ME: Stenhouse.

Allington, R. (2001). *What really matters for struggling readers*. New York: Longman.

Allington, R. (2009). *What really matters in response to intervention: Research-based designs*. New York: Allyn & Bacon.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Merrill.

Beck, I. (2006). *Making sense of phonics: The hows and whys*. New York: Guilford Press.

Beck, I., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life*. New York: Guilford Press.

Beers, K. *When kids can't read what teachers can do: A guidebook for teachers 6-12*. Portsmouth, NH: Heinemann.

Carroll, J. A. (1998). *Phonics friendly books*. Spring, TX: Absey and Co.

Cummins, C., (Ed.). (2006). *Understanding and implementing reading first initiatives: the changing role of administrators*. Newark, DE: International Reading Association.

Dombey, H., & Moustafa, M. (1998). *Whole to part phonics: How children learn to read and spell*. Portsmouth, NH: Heinemann.

Dorn, L. J., French, C., & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Dorn, L. J. & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Dorn, L. J. & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop*

- approach*. Portland, ME: Stenhouse.
- Fisher, D. & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD
- Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers, grades 3-6*. Portsmouth, NH: Heinemann.
- Fresch, M. J. (Ed). (2008). *An essential history of current reading practices*. Newark, DE: International Reading Association.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work*. Portland, ME: Stenhouse.
- Holdaway, D. (1979). *The foundations of literacy*. New York: Ashton Scholastic.
- Hoyt, L. (2005). *Spotlight on comprehension: Building a literacy of thoughtfulness*. Portsmouth, NH: Heinemann.
- Johnson, P. (2006). *One child at a time*. Portland, ME: Stenhouse.
- Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.
- Miller, D. (2002). *Reading with meaning*. Portland, ME: Stenhouse.
- Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco: Jossey-Bass.
- Moustafa, M. (1997). *Beyond traditional phonics: Research discoveries and reading instruction*. Portsmouth, NH: Heinemann.
- O'Connor, R. E. (2007). *Teaching word recognition: Effective strategies for students with learning difficulties*. New York: The Guilford Press.
- Paratore, J. R. & McCormack, R.L. (Eds.) (2007). *Classroom literacy assessment: Making sense of what students know and do*. New York: Guilford Press.
- Pearson, P.D. (2001) Reading in the twentieth century. Retrieved from <http://www.ciera.org/library/archive>.
- Pinnell, G. S. & Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.
- Prescott-Griffin, M. L. & Witherell, N. L. (2004) *Fluency in focus: Comprehension strategies for all young readers*. Portsmouth, NH: Heinemann.

- Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching*. New York: Guilford Press.
- Rasinski, T. (2003). *The fluent reader*. New York: Scholastic.
- Rasinski, T. & Padak, N. D. (2001). *From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school*. New York: Addison-Wesley Longman.
- Routman, R. (2003). *Reading essentials*. Portsmouth, NH: Heinemann.
- Routman, R. (2005). *Writing essentials*. Portsmouth, NH: Heinemann.
- Samuels, S. J. & Farstrup, A.E. (Eds.). (2006). *What research has to say about fluency instruction*. Newark, DE: International Reading Association.
- Sibberson, F. & Szymusiak, K. (2003). *Still learning to read*. Portland, ME: Stenhouse.
- Sigmon, C. M. (2001). *Modifying the four blocks for the upper grades: Matching strategies to students' needs*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.
- Snow, C. E., Burns, M. S. & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Taberski, S. (2000). *On solid ground*. Portsmouth, NH: Heinemann.
- Tompkins, G.E. (2010). *Literacy for the 21st century: A balanced approach* (5th ed.). New York: Allyn & Bacon.
- Tovani, C. (2004). *Do I really have to teach reading?* Portland, ME: Stenhouse.
- Tracey, D. H. & Morrow, L. M. (2006). *Lessons on reading: An introduction to theories and models*. New York: The Guilford Press.
- Vacca, J.L., Vacca, R.T., Gove, M.K., Burkey, L.C., Lenhart, L.A. & McKeon, C.A. (2012). *Reading and learning to read* (8th ed.). Boston: Pearson.
- Weaver, C. (Ed). (1998). *Reconsidering a balanced approach to reading*. Urbana, IL: National Council of Teachers of English.
- Wepner, S. B. & Strickland, D.S. (Eds.). (2008). *The administration and supervision of reading programs* (4th ed.). New York: Teachers College Press.

Course Assignments

- **Chapter Reflections**

The purpose of this assignment is to summarize the chapter as well as relate the chapter content to personal and professional experiences. Each chapter paper should be between 1 and 2 pages in length and include a balance of chapter summary and personal reflections. Please include three citations, quotes, or references to the chapter content in your summary. The APA format expectations for the papers will be discussed in class. There is no chapter reflection paper requirement for the chapter students present to the class.

- **Chapter Presentation**

Students will work in groups to provide the class with a presentation on a selected chapter from the text. The presentation should be 90 minutes in length and include the following: the importance of the topic, significant research related to the topic, practical application of the topic, and an article related to the topic. The presentation should be engaging for the other class members and include a visual and interactive component. The handout should include 5 resources (journal articles, books, websites, etc.) related to the topic.

- **Lesson Design and Presentation**

Each student will design and teach a lesson to a small group or whole class. The topic of instruction is selected by the student and should be based on data indicating a need for instruction. The lesson plan will include the following components: objective or essential question, materials, procedure, and assessment. The final paper should include background information on the students, assessment data, the lesson plan, reflections on the lesson taught and implications for future instruction, and handout for class. Each student will present 30 minute synopsis of the lesson he/she taught as well as any reflections and suggestions for future instruction. The handout will include the lesson plan as well as five resources related to the topic.

- **Lesson Visitation**

Select a classroom to visit during a language arts lesson. Look at the strategies/skills being taught and the methods used to teach these skills/strategies. Note any assessments the teacher uses. Write a 1-2 page summary of the lesson you viewed. In your summary include the skills/strategies taught, student engagement/motivation, assessments used and any of your reflections on the lesson. The visitation experiences will be shared informally on October 19 and 20.

Appendix A Writing Standards – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade