



EDLA 501: FOUNDATIONS OF LITERACY INSTRUCTION

Fall, 2012 3 credits

Location: Rooms 201 Campus Center

Instructor: Tracy Hough: hought@emu.edu

Wk: (540) 432-4955 **Hm :** (540) 363-1420 P.O. Box 97 New Hope, VA 24469

Times: **Tuesday 5:00 to 8:00**

I. COURSE DESCRIPTION:

This course will examine the psychological, social, cultural and linguistic components of the developmental processes of reading and writing. 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. Appropriate instruction is based on the findings of the National Reading Panel and feature research and its implications in phonemic awareness, phonics, fluency, comprehension and vocabulary.

II. PREREQUISITE:

Undergraduate degree (some teaching experience preferred)

III. PURPOSE:

To develop the teacher's knowledge and understanding of current literacy research and practice; to provide experiences that will enhance the teacher's competence and confidence; and to use the classroom context as a laboratory for learning about literacy instruction.

IV. RATIONALE:

Research in literacy and its instruction has resulted in important conclusions:

- Literacy develops in a systematic fashion, but at different rates for different children.(Chall, 1983; Adams ,1990; Clay, 1991; Henderson,1990)
- Where a child is in this development determines what he or she needs instructionally to progress . (Pinnell, Fountas,1996; Snow report,1998)
- Facility in reading and writing and all their subskills develop best when children are taught and given practice in contexts which require the coordinated use of those skills for meaningful and relevant purposes. (Chall, 1983; Collier, 1999; Hall, 2000)
- Direct instruction benefits students when it is purposefully designed to meet documented learner needs. (Moats,1999; Pressley,1999; Invernizzi,2000; Ganske,2000)
- 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.

V. INSTRUCTIONAL PROCEDURES:

Class time will be allocated to lectures by the course instructor covering the topics outlined; student participation in the form of colloquia and informal discussion; demonstrations and appropriate interactions and responses to those demonstrations; and student projects.

VI. COURSE OUTCOMES:

The student will:

1. Understand how children learn to read and write by examining the psychological, social/cultural and linguistic components of these processes. (*S. I.*)
2. Recognize speaking, reading, writing and spelling as developmental continua and identify behaviors that characterize different stages. (*S.*)
3. Compare and contrast major theories of language acquisition, including that of second language learning, and their influence on teaching. (*S.*)
4. Examine the various approaches and historical roots of beginning reading instruction, (*S.*)
5. Know how strategies and materials affect beginning readers within different socioeconomic and cultural contexts. (*S.; PK.*)
6. 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.*)
7. Understand the spelling system of English orthography and recognize the relationship between spelling and word recognition. (*S.; PK.*)
8. Know how and where phonics instruction fits into a developmental approach to teaching beginning reading. (*PK.*)
9. Develop competence in interpreting children's spelling development and making instructional recommendations from spelling evidence. (*PK.,S.*)
10. Understand various theories of reading comprehension and the instruction that each supports. (*S.,PK.*)
11. Understand vocabulary development and acquire strategies to support the development. (*S.; PK., I.*)
12. Understand the development of composition skills, its relationship to reading and major theories of writing instruction. (*S., PK.*)
13. Become familiar with the major causes of reading disabilities and instructional implications. (*S., PK.*)
14. Develop competence in reading selected research in the area of psychology and pedagogy of literacy development. (*L., I.; S.*)

VI. COURSE EXPERIENCES:

- A. Class presentations and discussions will include text readings, readings from lending library and outside resources.
- B. In-class demonstrations will include selected video clips, instructional materials and strategies.

VII. COURSE REQUIREMENTS AND METHODS OF EVALUATION

The final grade will be based on the following requirements:

Class Attendance and Participation	10%	Attends all classes, arrives on-time, stays for entire class, comes prepared, and participates in discussions. Attends all classes, arrives on-time, stays for entire class, comes prepared, and participates in discussions. If you miss class or portion of class, your grade will be lowered by 5 points for each absence. If EMU closes for any reason, the course time will be made up, either by adding an extra day to our class or by on-line assignments. Membership in local reading council is part of your participation grade.
Response to assigned readings	40%	Read assigned texts and selected articles. Plan to share reading log of textbook articles and assigned reading during the appropriate class sessions. Write a reflection using the non-fiction literacy response form on 4 self selected chapters or articles from the assigned reading materials for class.
Assignments Must complete 3 of the 5	30%	1. Phonological Awareness Screening 2. Phonics- spelling assessment 3. Vocabulary 4. Comprehension 5. Fluency- Running Record/Timed Repeated Reading
Final Exam	20%	This exam includes several short answer questions and several essay questions.

VIII. ASSIGNMENT DESCRIPTION:

Phonological Awareness Screening

1. Using the phonological awareness test provided in class, administer the test to a child who you feel may be struggling with phonological awareness (ages 4-9). Evidence for this may be seen in their spelling or decoding. As an alternative assessment you may use your PALS quick checks
2. After administering the PA test, you may score it and analyze the results.
3. Write a one to two page response that describes and analyzes your results and the child's performance. Based on your results, can you identify specific strengths and weaknesses? What might you do for instruction? See the Yopp and Yopp article for ideas.

Phonics

1. Administered a pseudo-word word list, a dolch word list (high frequency) word list, graded level work list from the QRI to one student who you feel may have issues with decoding and automaticity at the word level.
2. Included the test data.
3. Analyze the student's ability to decode pseudo-words and the knowledge of high frequency words and graded word lists.
4. Write a 1-2 page paper where you describes and analyzes your results and the child's performance. Describe the child, describe the child's word reading, discuss and evaluate their ability in each area. Based on your results, can you identify specific strengths and weaknesses? What might you do for instruction? Included a reflection of what you learned from this experience and why you see this kind of testing useful. (Use the Ehri article to help you with instruction and analysis of stage development)

Fluency

1. Designed and implemented a fluency lesson from our in class list of good strategies.
2. Write up a lesson plan that includes your materials and procedures as well as a description of your **before**, **during** and **after** instruction.
3. Include a summary of what was learned from this experience by writing a 1-2-page response that justifies the need for your fluency lesson- describe the students you used the lesson with- what are their needs and why does this lesson meet their needs? After teaching your lesson, describes and analyzes your results and the children's performance. Based on your results, can you identify specific strengths and weaknesses? What was learned from this experience?
4. Include artifacts.

Vocabulary

1. Designed and implemented a vocabulary lesson from our in class list of good strategies.
2. Write up a lesson plan that includes your materials and procedures as well as a description of your **before**, **during** and **after** instruction.
3. Include a summary of what was learned from this experience by writing a 1-2-page response that justifies the need for your vocabulary lesson- describe the students you used the lesson with- what are their needs and why does this lesson meet their needs? After teaching your lesson, describes and analyzes your results and the children's performance. Based on your results, can you identify specific strengths and weaknesses? What was learned from this experience?
5. Include artifacts.

Comprehension

1. Designed and implemented a comprehension lesson class or activities form Virginia Department of Education.
2. Write up your lesson that includes a comprehension strategy that is connected to text (Be sure to include title and brief summary of text-book you use with your kids.) Make sure you explain and justify the choice of material you use. Include a summary of what was learned from this experience by writing a one-page response that justifies your choice of strategies, describes and analyzes your results and the children's performance. Based on your results, can you identify specific strengths and weaknesses? What was learned from this experience?

Points/percentages equate to grades as follows: Remember at the Graduate level you must earn a C or better in order to receive credit for the course.

96-100	A	70 -74	C-
92-95	A-	65- 69	D
88-91	B+	60- 64	D-
84-87	B	Below 59	F
80-83	B-		
75-79	C		

IX. REQUIRED TEXTS:

Mandel, L. & Gambell, L. (2011). *Best practices in literacy instruction (4th ed.)*. New York: Guilford Press.

PICK A Professional Book Choice

Recommended Texts:

Reutzel, D & Cooter, R. (2009). *The essentials of teaching children to read*, New York: Allyn & Bacon.

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

Optiz, M. & Rasinski, T. (2008). *Good-bye round robin: 25 effective oral reading strategies*. Portsmouth, NH: Heinemann.

X. REQUIRED READINGS Beyond the Text

Phonemic Awareness

Yopp, H. & Yopp, R. (2000) Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54, 130-143.

Stages of reading and Emergent Readers:

Bowman, M & Treiman, R. (2008). Stepping stones to reading, *Theories to Practice*, 43, 295-303.

Beginning Readers

Brown, K. (2000). What kind of text for whom and when? Textual scaffolding for beginning Readers. *The Reading Teacher*, 54, 282-305.

Word Recognition

Ehri, L. & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading and Writing Quarterly*, 14, 135-164

Stages of Reading and Spelling

Bear, D. & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling and vocabulary. *The Reading Teacher*, 52(3), 222-240.

Comprehension Instruction

Cunningham, A. & Stanovich, K. (1998). What reading does for the mind. *American Educator*, Summer/Spring, 1-8.

Vocabulary Instruction

Graves, M. F. & Watts-Taffe, S. M. (2002). The place of word consciousness in a reading research based vocabulary program. In A. E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction (3rd ed. Pp, 140-165). Newark, DE: International Reading Association.

Writing

Furr, D. (2003). Struggling readers get hooked on writing. *The Reading Teacher*, 56(6), 518-25.

Intervention Programs

Morris, D. (1996). A case study of middle school reading disability. *The Reading Teacher*, 49(5), pp. 368-377.

Class Outline

Class 1 September 4, 2012

- Small group discussion of the factors associated with becoming a reader and writer. Socio-cultural, knowledge, skills, dispositions, and curriculum that supports literacy
- Course Requirements and Syllabus

Assignments

Readings to be discussed on September 11

- Stages of Reading and Spelling Development Bear, D. & Shane, T.
- *National Reading Panel's Report*
- *Best Practices* - Chapter 1 and 2

Class 2 September 11, 2012 Small group discussion of the <i>National Reading Panel</i> Report Jean Chall's Stages of reading and writing and spelling development	<u>Readings to be discussed Tonight September 11</u> <i>Stages of Reading and Spelling Development</i> Bear, D. & Shane, T. • <i>National Reading Panel's Report</i> • <i>Best Practices</i> - chapter 1 and 2 <u>Readings to be discussed on September 13:</u> TOPIC <i>Alphabetic principle and Phonemic Awareness</i> Yopp, H. & Yopp, R. (2000) Supporting phonemic awareness development in the classroom. <i>Best Practices</i> - Chapter 8
Class 3 September 18, 2011 <u>Phonemic Awareness</u> Characteristics of the Emergent Reader	<u>Readings to be discussed Tonight September 18:</u> • <i>Phonemic Awareness</i> Yopp, H. & Yopp, R. (2000) Supporting phonemic awareness development in the classroom. <i>Best Practices</i>- Chapter 8 <u>Readings to be discussed on September 25:</u> Bowman, M & Treiman, R. (2008). Stepping stones to reading, <i>Theories to Practice</i>, 43(4), 295- 303. <i>Best Practices</i>- Chapter 3
Class 4 September 25, 2012 <u>Phonemic Awareness</u> Characteristics of the Emergent Reader continued.	<u>Readings to be discussed on Tonight September 25</u> Bowman, M & Treiman, R. (2008). Stepping stones to reading, <i>Theories to Practice</i>, 43(4), 295- 303. <i>Best Practices</i>- Chapter 3 <u>Readings to be discussed on October 2:</u> • <i>Beginning Readers</i> Brown, K. (2000). What kind of text for whom and when? Textual scaffolding for beginning readers. <i>Best Practices Ch. 17</i> Phonological Awareness Assessment Due next week or discuss due date with Professor Hough
Class 5 Oct. 2 2012 <u>Phonics</u> Characteristics of the Beginning Reader <u>Word Recognition</u>	<u>Readings to be discussed Tonight Oct. 2, 2012</u> • <i>Beginning Readers</i> Brown, K. (2000). What kind of text for whom and when? Textual scaffolding for beginning readers. <i>Best Practices Ch. 17</i> <u>Phonological Awareness Assessment Due</u> <u>Readings to be discussed on October 9</u> • <i>Word Recognition</i> Ehri, L. & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers.

Class 6 October 9, 2012 <u>Phonics</u> Characteristics of the Beginning Reader <u>Word Recognition</u>	<u>Readings to be Today</u> • Word Recognition Ehri, L. & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. <u>Readings to be discussed on October 16</u> • Textbook <i>Best Practices Ch. 11</i> Phonics assignment Due October 16
Class 7 October 16, 2012 <u>Fluency</u>	<u>Readings to be discussed Today:</u> • Textbook <i>. Best Practices Ch. 11</i> <u>Phonics assignment Due October 16</u> <u>Readings to be discussed on October 23</u> <i>. Best Practices Ch. 4</i>
Class 8 October 23, 2012 <u>Fluency</u>	<u>Readings to be discussed on Today</u> <i>. Best Practices Ch. 4</i> Readings for Next week Oct. 30 Comprehension Instruction <i>Best Practices Ch. 10 and 14</i>
Class 9 October 30, 2012 <u>Comprehension</u>	<u>Readings to be discussed Today:</u> Comprehension Instruction Textbook: <i>Best Practices Ch. 10 and 14</i> Reading to be discussed Nov. 6, 2012 Cunningham, A. & Stanovich, K. (1998). What reading does for the mind. <i>American Educator</i> , Summer/Spring, 1-8. <u>Fluency Assignments Due November 6, 2012</u>
Class 10 November 6, 2012 <u>Comprehension</u>	Readings for to be discussed Today: Comprehension Instruction Cunningham, A. & Stanovich, K. (1998). What reading does for the mind. <i>American Educator</i> , Summer/Spring, 1-8. Fluency Assignments Due Today <u>Readings to be discussed on November 13, 2012</u> Reading to be discussed on Nov. 13 <i>Best Practices Ch. 9</i>
Class 11 November 13, 2012	<u>Readings to be discussed Today:</u>

<u>Vocabulary</u>	<i>Best Practices Ch. 9</i> Reading to be discussed on November 20 <i>Graves, M. F. & Watts-Taffe, S. M. (2002). The place of word consciousness in a reading research based vocabulary program.</i> <u>Comprehension assignments Due November 22, 2012</u>
<u>Class 12 November 20</u> <u>Vocabulary</u>	Reading to be discussed Today: Graves, M. F. & Watts-Taffe, S. M. (2002). The place of word consciousness in a reading research based vocabulary program. <i>Classrooms that work: Chapter 6</i> <u>Comprehension Assignments Due Today Nov 22, 2011</u> Reading to be discussed on November 27 Furr, D. (2003). Struggling readers get hooked on writing. <i>The Reading Teacher</i>, 56(6), 518-25. Textbook <i>Best Practices Chap. 12</i>
<u>Class 13 November 27</u> <u>Writing to Learn</u>	<u>Readings for November 27</u> • <i>Writing</i> Furr, D. (2003). Struggling readers get hooked on writing. <i>The Reading Teacher</i>, 56(6), 518-25. Textbook <i>Best Practices Chap. 12</i> <u>Readings for December 6</u> • <i>Intervention Programs</i> Morris, D. (1996). A case study of middle school reading disability. <i>The Reading Teacher</i>, 49(5), pp. 368-377. <i>Best Practices Chap. 4 and 7</i> <u>Vocabulary assignments Due December 4, 2012</u>
<u>Class 14 December 4</u> <u>Interventions for Struggling Readers</u>	<u>Readings for December 6</u> • <i>Intervention Programs</i> Morris, D. (1996). A case study of middle school reading disability. <i>The Reading Teacher</i>, 49(5), pp. 368-377. <i>Best Practices Chap. 4 and 7</i> <u>Vocabulary assignments Due Today Dec 4, 2012</u> <u>Readings for December 11</u> Diverse learners <i>Best Practices Chap. 5</i> <i>Present your Profession Book choice next week</i>

Class 15 December 11 <u>Meeting the needs of diverse learners</u> <u>Share your Professional Book Choice</u>	<u>Readings for December 11</u> Diverse learners <i>Best Practices Chap. 5</i> <i>Present your professional book choice</i> <u>Take Home Final Exam</u> E-mail to Professor Hough
--	--