

EDLA 571 Assessing and Developing Word Knowledge

Eastern Mennonite University

Lancaster Campus

Summer 2011

Instructor: Kathy Ganske, Ph.D.
Professor, Peabody College at Vanderbilt, TN

Course Facilitator: Sue Francis, M. Ed., Reading Specialist, Reading Supervisor
Email: sfrancis56@verizon.net
Phone: 717-687-7178

Semester Hours: 1 graduate credit

Course Schedule:

The class will meet on Thursday and Friday, June 16-17, 2011 from 8:00 AM - 12:00, 1:00 - 4:30 PM at the Eastern Mennonite University at Lancaster site. **Total hours: 14**

Course Description:

The course will focus on the systematic teaching of phonics, spelling, and vocabulary in beginning, transitional, and intermediate readers. Knowing what to teach and when to teach it will be emphasized.

Research clearly links success in reading with programs that incorporate word identification and spelling. **Despite their recognized importance, instruction in phonics and spelling is often lockstep or haphazard and fails to consider the child's level of word knowledge. This course will develop understandings for (1) systematically teaching word recognition, decoding, and spelling to beginning, transitional and intermediate readers, (2) building young children's phonological awareness, and (3) increasing children's vocabulary knowledge.** Knowing what and when to teach will be emphasized. Major topics include the development of word knowledge across the curriculum, strategies for instruction, and the role of assessment. Participants will learn to administer the Developmental Spelling Analysis - DSA, a dictated word inventory that can be used to guide instruction and monitor student progress. Writing samples will also be analyzed for spelling errors that can inform instruction.

Rationale:

Students' spelling errors became the focus of research by Read, 1971, and Henderson and his students and colleagues at the University of Virginia, 1972, 1977, 1980, 1985. Their findings suggested a stage-like progression of spelling and word recognition (Adams, 1990). Ganske stated, "Increased understanding of children's orthographic knowledge has led to new possibilities for the teaching of spelling that give greater consideration to the developmental differences typically found among students within a classroom," (Bear and Templeton, 1998, Bloogood, 1991; Cramer, 1998; Cunningham, 1995, Gentry and Gillet, 1993; Wilde, 1990, Zuteli, 1998; Ganske, 2000). Helping children learn to "walk through words" requires informed teachers who know where each student is along the continuum of spelling knowledge and who use this information to plan instruction that is appropriate for diverse needs (Ganske, 2000).

According to the International Reading Association's Standards for Reading Professionals, teachers must achieve expertise in understanding the English spelling system,

phonics elements, and phonemic awareness in order to apply that knowledge in order to design and implement effective teaching strategies to increase the literacy of diverse learners.

Course Outcomes:

The student will:

1. Understand the reading/writing/spelling connection and the developmental stages of orthographic knowledge (S.5)
2. Be proficient in assessing students' spelling stages of development and analyzing errors to plan instruction (PK. 10, 18)
3. Identify characteristics of emergent literacy, letter name, within word, syllable juncture, derivational relationship stages of spelling development (PK.10)
4. Construct and evaluate appropriate teaching strategies and learner activities for each stage of development (PK.12)
5. Reflect on implementation of a word study program and evaluate impact on teaching and learning of a diverse student population (I,6, CR.4, C.6)
6. Acquire basic knowledge of linguistics, English orthography, phonics rules and generalizations (S.4)

Instructional Procedures:

This course will demand a high level of interaction among the participants and the instructor. Presentations and demonstrations by the professor will precede group discussion and class member participation.

Course Requirements and Evaluation:

Class members will:

1. Actively engage in class sessions and hand-write (readable) or type a one to two page reflective journal entry for each day of the seminar. Use of learning log during class sessions will aid in organizing thoughts. 30%
2. Chapter Analysis: Write a one to two page reflective response for each of two self-selected chapters of the required textbook. The responses should include reflective thinking noting how the chapters were beneficial to the reader. 30%
3. Each participant should complete **one** (1) of the following mini-projects: (2-3 pages)

Implementation Plan for Classroom Change:

Prepare a brief proposal for change in your classroom based on the information learned in this seminar including the following information:

- Explain your context (where you are teaching) and why a plan of change is needed
- What you plan to do and how the plan fits into this
- How you plan to do it – who will be affected, how it will be implemented, including training and resources needed
- How you plan to evaluate the effectiveness of your plan

40%

OR

DSA Student Assessment

- Administer the DSA to two students; include a copy of all assessments given,

scoring of data

- Include all the parts outlined in the syllabus
- Analyze the spelling errors and determine student's spelling stage
- Identify the needs of the student and strategies to guide instruction; specify each child's problems and the specific activities you will do to help each child 40%

4. Complete the scoring guide for a self-assessment and submit it with your project.

Final deadline for all assignments is Friday, July 8, 2011. (3 weeks following class)

Participants should use U.S. mail to submit all projects to:

**Mailing Address: Sue Francis
56 East Main Street
Strasburg, PA 17579**

Projects may also be delivered to the office at EMU.

Evaluation:

The final grade in the course will be based on satisfactory completion of all the assignments.

Required Textbook:

****Ganske, Kathy (2000). *Word Journeys: Assessment-Guided Phonics, Spelling and Vocabulary Instruction*. New York: Guilford Publications Inc. ISBN: 1-57230-559-2**

Suggested Textbooks (not required, but will be referred to in class):

Ganske, K. (2006). *Word sorts and more: Sound, pattern, and meaning explorations k-3*. New York: Guilford Press.

ISBN: 1593850506 **(will be referred to in class)**

Ganske, K. (2008). *Mindful of words: Spelling and vocabulary explorations 4-8*. New York: Guilford Press.

ISBN: 978-1-59385-822-3 **(will be referred to in class)**

Optional Textbooks:

In addition, you may want to consider purchasing one or more of the following texts, which may be helpful.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way*. Upper Saddle River, NJ: Pearson.

ISBN: 0-13-111338-0

Beck, I. (2002). *Bringing words to life*. New York: Guilford Press.

ISBN: 1-57230-753-6

Beck, I., McKeown, L. Margaret G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples*. New York: Guilford Press.
ISBN: 978-1-59385-753-0

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing Co.

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 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.”

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*, 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.

Appendix A: Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	<i>A excellent</i>	<i>B competent</i>	<i>C below expectations</i>	<u>Comments</u>
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources	
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	
Conventions <i>(appearance of the writing: sentence structure, usage, mechanics, documentation)</i>	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable but has noticeable problems of sentence structure, usage, mechanics or documentation	
Style <i>(personality of the writing: word choice, sentence variety, voice, attention to audience)</i>	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality but lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read	
The weighting of each of the four areas is dependent on the specific written assignment and the teacher's preference.				<u>Grade</u>