

EDUC544 16

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Course Summary

Course : EDUC544 **Title :** Literature for Elementary School Children

Length of Course : 16

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines the building blocks of teaching children to read. It focuses on the stages of literacy acquisition. It provides an overview of the core components of literacy instruction, which are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The course includes an exploration of instructional strategies to implement a coordinated literature program and plan an appropriate curriculum in literacy development.

Course Scope:

This course is designed to provide students with a foundation in the components of literacy instruction. This includes the development and implementation of classroom strategies and experiences. Participants in this course will have a thorough understanding of the relevant content and pedagogical knowledge in the building blocks of literacy instruction. This course addresses the International Literacy Association (ILA)/National Council of Teachers of English (NCTE) standards for the English Language Arts.

Objectives

After successfully completing this course, students will be able to:

1. Identify components of literacy instruction.
 2. Demonstrate an understanding of phonemic awareness and its importance in literacy development.
 3. Demonstrate an understanding of the development of phonemic awareness.
 4. Implement and discuss instructional strategies in phonemic awareness.
 5. Demonstrate an understanding of phonics instruction and its importance.
 6. Evaluate phonics programs.
 7. Implement and discuss instructional strategies in phonics including:
 - principles of phonics and phonics instruction in learning to read and spell.
 - developmental stages of spelling and word study.
1. Demonstrate an understanding of fluency and its importance.
 2. Demonstrate an understanding of the development of reading fluency.

3. Monitor student progress in reading fluency.
 4. Demonstrate an understanding of vocabulary development and its importance.
 5. Implement and discuss instructional strategies in vocabulary instruction.
 6. Demonstrate an understanding of text comprehension and its importance.
 7. Implement and discuss instructional strategies in the development of text comprehension.
 8. Develop curriculum and instruction that make productive use of the literacy abilities that children bring to school and in accordance with the IRA/NCTE Standards.
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Outline

Week 1: Phonemic Awareness

Learning Outcomes

Identify components of literacy instruction.

Demonstrate an understanding of phonemic awareness and its importance in literacy development

Demonstrate an understanding in the development of phonemic awareness

Implement and discuss instructional strategies in phonemic awareness

Define the language of literacy to include:

- Phoneme
- Grapheme
- Phonics
- Phonemic awareness
- Phonological awareness
- Syllable
- Onset and rime

Required Readings

Armbruster & Osborn pages 2 – 10 Phonemic Awareness

Assignments

Post your biography as Forum 1

Go to the IRA/NCTE Standards for the English Language Arts (see link under above course materials) and read the standards.

Participate in Forum 2 –Discuss the pros and cons of the NCTE standards. Post your response into the Forum and comment on two other students' postings

Week 2: Phonemic Awareness

Learning Outcomes

Identify components of literacy instruction.

Demonstrate an understanding of phonemic awareness and its importance in literacy development

Demonstrate an understanding in the development of phonemic awareness

Implement and discuss instructional strategies in phonemic awareness

Define the language of literacy to include:

- Phoneme
- Grapheme
- Phonics
- Phonemic awareness
- Phonological awareness
- Syllable
- Onset and rime

Required Readings

Reading 101 – What you should know about print awareness

Reading 101 – What you should know about sounds of speech

Reading 101 – What you should know about phonemic awareness

See also Web Resources after this course outline.

Assignments

Participate in Forum 3 – A parent of a preschooler asks you for recommendations on early literacy preparation. What would you recommend and why? Post your response into the Forum and comment on two other students' postings.

Participate in Forum 4 - After completion of the reading assignment, go to the Reading Rockets website and view the video on phonemic awareness, submit a critique of the video. Include connections to the reading – What phonemic awareness activities used in the video exemplified the scientifically-based research in your reading? Post your response into the Forum and comment on two other students' postings.

Week 3: Phonics

Learning Outcomes

Identify components of literacy instruction.

Demonstrate an understanding of phonics instruction and its importance

Required Readings

Armbruster & Osborn

pages 11- 19 Phonics Instruction

Assignments

Participate in Forum 5 – Reflect on your own experiences with spelling and phonics instruction. You may use your personal experiences or those of your children or children in your life. Do you feel like it was systematic and explicit? Do you feel that it was effective? Why or why not? Based on this module's readings and your additional research, is your (a child's) experience supported or explained by a specific model? Correlate (or compare and contrast) your experience with a contemporary model. Post your response into the Forum and comment on two other students' postings.

Week 4: Phonics

Learning Outcomes

Identify components of literacy instruction.

Demonstrate an understanding of phonics instruction and its importance

Required Readings

Reading 101 – What you should know about phonics

See also Web Resources after this course outline.

Assignments

Submit HW#1 – Discuss the difference between phonemic awareness and phonics. How should each be approached? What are the roles of teachers and/or parents in each of these components?

Participate in Forum 6 – After completion of the reading assignment, go to the Reading Rockets website and view the video on phonics, submit a critique of the video. Include connections to the reading – Are you seeing a systematic and explicit phonics lesson used in the video? What does the scientifically-based research tell us about these models? Post your response into the Forum and comment on two other students' postings.

Week 5: Word Study

Learning Outcomes

Demonstrate an understanding of phonics instruction and its importance

Evaluate phonics programs

Implement and discuss strategies in phonics instruction including:

- principles of phonics and phonics instruction in learning to read and spell

developmental stages of spelling and word study

Required Readings

Bear, Invernizzi, Templeton, Johnston

Chapters 1-3

Assignments

Participate in Forum 7 – Research a different phonics/spelling program. Investigate “Hooked on Phonics” and comment as to how well Hooked on Phonics works for you. What would be your likes and dislikes? How does this program compare to Words Our Way word study and how does it meet the requirements of a systematic, explicit phonics program? Support your findings with evidenced from the readings. Post your response into the Forum and comment on two other students' postings.

Week 6: Word Study

Learning Outcomes

Demonstrate an understanding of phonics instruction and its importance

Evaluate phonics programs

Implement and discuss strategies in phonics instruction including:

- principles of phonics and phonics instruction in learning to read and spell

developmental stages of spelling and word study

Required Readings

Bear, Invernizzi, Templeton, Johnston

Chapters 4-8

Bear, Invernizzi, Templeton, Johnston

Appendix

<http://www.prenhall.com/bear>

See also Web Resources after this course outline.

Assignments

Submit HW# 2 - Using the Case Study Developmental Spelling Analysis data and information complete the following tasks:

1. Analyze Bobby's Feature Guide Spelling Inventory
 - a. Score it for words spelled correctly, feature points, and total feature score.
 - b. State Bobby's Developmental Word study stage based on the spelling inventory
2. How would you group the children listed on Classroom Composite Inventory for instruction and Why?
3. What feature would you start each group on?
4. What activities would you choose to reinforce the feature being studied and why?

Participate in Forum 8 – What is your opinion on word study? Take a position and use additional research to back up your position. Post your response into the Forum and comment on two other students' postings.

Week 7: Fluency

Learning Outcomes

Demonstrate an understanding of fluency and its importance

Demonstrate an understanding in the development of reading fluency

Monitor student progress in reading fluency

Required Readings

Armbruster & Osborn

pages 21 – 31 Fluency Instruction

Reading 101 – What you should know about fluency

What is a Running Record?

See also Web Resources after this course outline.

Assignments

After completion of the reading assignment, go to the Reading Rockets website and view the video on fluency.

After completion of the reading assignment, go to the Reading Rockets website and view the video on informal assessment.

Participate in Forum 9 – A teacher is planning instruction for a first-grade student who is learning English as a second language (ESL). The student is a beginning reader in her primary language. What would be your first steps in assessing this student's needs, what types of activities/lessons would you plan for this student, and what would be the benefits of such actions? Use additional research to back up your position. Post your response into the Forum and comment on two other students' postings.

Week 8: Fluency

Learning Outcomes

Demonstrate an understanding of fluency and its importance

Demonstrate an understanding in the development of reading fluency

Monitor student progress in reading fluency

Required Readings

What is a Running Record?

See also Web Resources after this course outline.

Assignments

Participate in Forum 10 – Select a passage from a children's picture book or novel. Using the running record pdf provided on the teacher vision website, have a child read for you and complete the running record. You may use your own child, niece, nephew, or neighbor. If you are unable to secure a subject for your running record exercise, you will have to make arrangements with the instructor. Comment on your experience administering the running record. What observations did you make regarding the fluency of your student? Post your response on the Forum and comment on two other students' postings.

Week 9: Fluency

Learning Outcomes

Demonstrate an understanding of fluency and its importance

Demonstrate an understanding in the development of reading fluency

Monitor student progress in reading fluency

Required Readings

The Savvy Teacher's Guide: Reading Interventions That Work

Techniques to Promote Reading Fluency pages 13-20

See also Web Resources after this course outline.

Assignments

Submit HW#3 – After completing the reading assignment in Put Reading First, read and evaluate each of the strategies listed in The Savvy Teacher's Guide. Support your critique with evidence from scientifically-based research.

After completion of the reading assignment, go to the Reading Rockets website and view the video on vocabulary.

Participate in Forum 11 -Discuss the value of programs such as S.S.R. (Silent Sustained Reading) and D.E.A.R. (Drop Everything and Read). Find evidence that supports or dismisses these programs. Comment on your findings? Post your response into the Forum and comment on two other students' postings.

Week 10: Vocabulary

Learning Outcomes

Demonstrate an understanding of vocabulary development and its importance

Implement and discuss instructional strategies in vocabulary instruction

Required Readings

Armbruster & Osborn

pages 33-45

Vocabulary Instruction

Bringing Words to Life: Robust Vocabulary Instruction Chapter 2

Buehl's Vocabulary Development Comments

Reading 101 – What you should know about vocabulary

See also Web Resources after this course outline.

Assignments

Participate in Forum 12 – Select a children's book that you believe would be good for teaching vocabulary. Using the Vocabulary Planning Framework, design a vocabulary lesson. There will be sample lessons posted in the packet. Your deliverable assignment will also become part of your degree portfolio. Did you find it difficult to find a children's book with robust vocabulary? What did you think of the content and subject matter of today's children literature? Post your response on the Forum and comment on two other students' postings.

Participate in Forum 13 - Submit a mid-term self-reflection. How are you doing in this course? With more references being applied to your pedagogy, how is your own style reshaping? What are your goals for the rest of the course and your future as a teacher? Post your response on the Forum and comment on two other students' postings.

Week 11: Vocabulary

Learning Outcomes

Demonstrate an understanding of vocabulary development and its importance

Implement and discuss instructional strategies in vocabulary instruction

Required Readings

Bringing Words to Life: Robust Vocabulary Instruction Chapter 2

Buehl's Vocabulary Development Comments

Reading 101 – What you should know about vocabulary

See also Web Resources after this course outline

Assignments

Participate in Forum 14 – Would you categorize Words Their Way word study as robust vocabulary instruction? Support your response with evidence on the Forum and comment on two other students' postings.

Week 12: Text Comprehension

Learning Outcomes

Demonstrate an understanding of text comprehension and its importance

Implement and discuss instructional strategies in the development of text comprehension

Required Readings

Armbruster & Osborn

pages 47- 57 Text Comprehension Instruction

Reading 101 – What you should know about text comprehension

See also Web Resources after this course outline.

Assignments

After completion of the reading assignment, go to the Reading Rockets website and view the video on text comprehension.

Submit HW# 4 – Select one of the 6 text comprehension strategies that are set forth in Put Reading First and design a lesson plan to implement this strategy. Use the Lesson Plan template provided.

Participate in Forum 15 When should text comprehension instruction begin and with what frequency should it continue? Is fluency a predictor of text comprehension? When a student is fluent in his/her reading, will he/she comprehend what they are reading? Why or why not? .Support your response with evidence from the reading. Post your response on the Forum and comment on two other students' postings

Week 13: Text Comprehension

Learning Outcomes

Demonstrate an understanding of text comprehension and its importance

Implement and discuss instructional strategies in the development of text comprehension

Required Readings

Armbruster & Osborn

pages 47- 57 Text Comprehension Instruction

The Savvy Teacher's Guide: Reading Interventions That Work

pages 21 - 52 Techniques to Build Text Comprehension

Assignments

Submit HW# 5 – After completing the reading assignment in Put Reading First, read and evaluate each of the strategies listed in The Savvy Teacher’s Guide. Support your critique with evidence from scientifically-based research.

Instructional/Observational Project Part 1 due

Week 14: Classroom Observations

Learning Outcomes

Observe and critique the literacy program of the selected classroom that has been assigned to you.

Required Readings

Content area textbook and teacher’s manual from an upper-elementary grade

Assignments

Participate in Forum 16 - For this assignment, you will be assigned a field experience where you will visit a classroom to observe and critique examples of effective literacy instruction. You will need to conference with your coordinating teacher on all of the district’s expectations for literacy instruction. Does the district’s framework meet the expectations set forth in Put Reading First? What evidence did you observe in the classroom visit? The analysis should address your overall impressions, as well as detailed consideration of your experience. You probably want to consider many of the points suggested above in your analysis. Please be sure to include a list of best practices you observed and why they may be applicable to your own teaching practice in the future. What was the demographic of the class that you observed? Describe the instruction levels and backgrounds of your students. Post your response on the Forum and comment on two other students’ postings.

Participate in Forum 17 – This assignment will require an analysis of vocabulary instruction set forth in the district’s basal series. You will need to refer back to lesson 5 for assistance during your analysis. During your observations, review a content area textbook and teacher’s manual from an upper-elementary grade. Examine the ways that vocabulary instruction is handled. Do the strategies appear to be consistent with what you have read about and discussed thus far in this course? What new strategies did you learn about? What concerns you about the way vocabulary and concept development is handled? Post your response on the Forum and comment on two other students’ postings.

Instructional/Observational Project Part 2 due

Week 15: Constructed Responses and/or Case Studies

Learning Outcomes

Demonstrate a thorough understanding of the relevant content and pedagogical knowledge from the core components of literacy

Assignments

Final Project (Constructed Response to Case Study) - You will be presented with 3 constructed response items and/or case studies. Select 2 case studies and craft a response to each. Papers will be graded on purpose, application of content, and support for your response.

Week 16: Constructed Responses and/or Case Studies

Learning Outcomes

Demonstrate a thorough understanding of the relevant content and pedagogical knowledge from the core components of literacy

Required Readings

Case Studies

Assignments

Participate in Forum 18 What are the implications that this course will have on your teaching? Post your comments on the Forum. Comment on the postings of two of your classmates.

Participate in Forum 19

Which of the following statements best explains how visualizing characters and events in a literary text is likely to promote students' understanding of the text? Use additional research to back up your position. Post your response into the Forum and comment on two other students' postings.

- Visualizing characters and events in the text enhances comprehension primarily by prompting students to analyze organizational patterns in the text.
- Visualizing characters and events in the text prompts students to combine background knowledge with the text to construct meaning and to engage with literature in a personal way.
- Visualizing characters and events in the text increases students' comprehension of the text primarily by enhancing their appreciation for details of setting.
- Visualizing characters and events in the text prompts students to distinguish different story elements and to interpret the text by applying literary analysis skills.

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Words Their Way, 5th ed (custom)- (The custom ISBN may have more competitive pricing in hard copy or electronic format. The non-custom ISBN is:9780137035106, please use this one to search for the book from other booksellers.)

Author: Bear, D. / Invernizzi, M. / Templeton, S. / Johnston, F

Publication Info: Pearson

ISBN: 9781269718639

Book Title: If you prefer the electronic format, your required book(s) may be available for purchase from the APUS Bookstore in a VitalSource e-book format

Author:

Publication Info:

Course Textbooks:

Two textbook are required for this course:

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

ISBN 0-13-111338-0

Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research blocks for teaching children to read*. Washington, DC: The U.S. Department of Education.

http://www.nifl.gov/partnershipforreading/publications/reading_first1.html

Course Guidelines

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