THEME: "Transformed...by the renewing of your minds.” Rom.12:2

SYLLABUS: EDR311 Early Literacy Instruction II
Spring 2013 MW 10:15-12:15  LRS 117
INSTRUCTOR: Dr. June Hornsby, june.hornsby@wmcarey.edu (O) 318--6140
OFFICE HOURS: Hours are listed on office door


COURSE DESCRIPTION: This course in literacy instruction includes concepts, materials and teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency and comprehension.

LEARNING OUTCOMES: After completing the requirements for this course, the students will be able to make decisions about teaching reading by:
1. reviewing, discussing and applying the research base for effective reading instruction, including the principles, techniques, theories, philosophies and historical bases, IRA/MS 1, INTASC 1, ACEI 1
2. recognizing literacy as an integrated process that results in comprehension/communication as a product, IRA 1, INTASC 1, ACEI 1
3. engaging students in activities that promote intrinsic motivation to read and write for pleasure and information, IRA 4 & INTASC 2, ACEI 3
4. promoting oral language development in children, IRA 1, INTASC1 , ACEI 3
5. reviewing the scientific evidence and demonstrating knowledge concerning vocabulary, fluency and comprehension and how they are learned and why they are important to the reading and writing process for all children, IRA 1, INTASC 3, ACEI 3
6. developing and collecting teaching materials for a variety of instructional strategies for instructing beginning readers/writers in vocabulary, fluency and comprehension, IRA 2, INTASC 4, & ACEI 3
7. assessing, formally and informally, the learning needs of individuals in order to guide instruction, IRA 3, INTASC 8 & ACEI 4
8. observing and participating in reading with students and writing journal entries and lesson plans relating to the experience and IRA 2.1, 2.2,2.3, 3.34.1,5.2 & INTASC5,7,9 & ACEI 3
9. discussing and developing plans for parental, family and community involvement and plans for becoming a professional. IRA 5,INTASC 9 & 10, ACEI 5

COURSE REQUIREMENTS: Each students will:
1. prepare and report to the class three professional journal article critiques on the following topics as it pertains to reading in grades 1-3: vocabulary, comprehension and fluency. These will be due as indicated on the class schedule. A sample will be given in class. Each article will be summarized and your critique will be the last paragraph. The citation will be given at the top of each article using the APA format. Place these in D2L by the day they are due.
2. **observe and participate** in teaching reading (grades 1-3) for sixteen (16) hours. After two weeks of class, you will be assigned to a classroom where you will observe and then tutor or teach a small group of students each Thursday. You are required to write three lesson plans about your sessions and write a reflection about each visit (1/2 – 1 page). The lesson plans and reflections are due on the dates indicated on the class schedule. The teacher letter is due the last class meeting. Use the common core standards (common core.org or mde.k12.ms.us) when writing the lesson plan objectives. A sample plan will be given in class.

3. For the class meetings that **textbook chapters** are assigned, the answers to the chapter questions are due. The questions are listed at the beginning of each chapter in the textbook. Place these in D2L before coming to class. They will be counted late if handed in after class.

4. When the chapter for teaching **vocabulary** is assigned, bring to class a game, a puzzle, or an activity to share with the class.

**EVALUATION:** Portfolio (100 points – reflections 48 points/lesson plans 52 points), Mid-Term (100 points), Final (100 points), Journal articles (100 points), Chapter questions (90 points), Attendance (10 points) = 500 points.

\[A = 93\% \ (500-465) \quad B = 86\% \ (464-430) \quad C = 79\% \ (429-395) \quad D = 72\% \ (395-361) \quad F = \text{below } 72\% \ (\text{below } 361)\]

Points will be subtracted for all late assignments. Late assignments will be accepted only up to one week after the assignment is due. If you miss any of the class sessions, it is your responsibility to make up any work, get notes or ask for handouts.

**AMERICANS WITH DISABILITIES ACT STATEMENT:** Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and who require special accommodations should contact Mrs. Brenda Waltrip at 601-318-6188. Mrs. Waltrip is located in the Student Services Office in Lawrence Hall.

**COLLEGE POLICY ON ACADEMIC INTEGRITY:** William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s Policies and Procedures Manual and in the student handbook, *The Lance.*

**DIASASTER PLAN STATEMENT:** In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *Sader Watch*, the WCU emergency text message service. Sign up instructions can be found under **current students** on the WCU homepage.
**Week 1**

Introductions and syllabus review

*Objective 1, 5, 6, 8*

Video: Lev Vygotsky’s Developmental Theory

Teaching YOU to read (using unknown symbols)

Lesson planning: common core standards.org

*Teaching Children to Read: Ch. 6 VOCABULARY*

1.1 How do students acquire reading vocabulary?
1.2 What are 4 types of vocabulary assessment & tools for each?
1.3 Which explicit instruction strategies can be helpful to students learn vocabulary?
1.4 Which vocabulary strategies are appropriate for Tier 2?
1.5 Discuss technology that could be used with vocabulary.
1.6 How can “reading backpacks” be used to involve parents?

Class activities: Alphabet and vocabulary activities and materials

**Week 2**

*Teaching Children to Read: VOCABULARY*

*Objective 5, 6 & 8*

2.1 Teaching strategies: sight words, idiomatic expressions, word maps, cloze/maze passages, flash cards, word banks, making words, synonyms/antonyms, & word learning strategies

2.2 Word consciousness, before-and-after word knowledge self Rating, Frayer Model, word walls, key vocabulary, text talk, Morpheme triangle, word sorts, semantic maps

Discuss motivating & engaging students during instruction.

Class activities: vocabulary strategies

*Vocabulary article critique due & vocabulary activities*

**Week 3**

*Teaching Children to Read: Ch. 7 COMPREHENSION*

*Objective 2, 5, 6, 7, 8*

3.1 What is reading comprehension
3.2 How is comprehension assessed
3.3 What are evidence-based strategies for comprehension
3.4 Using Tier I/II instruction be for diverse learners
3.5 Literature circles used for motivating comprehension
3.6 How can the internet be used to support comprehension
3.6 Support from families & communities for comprehension

Class activities: comprehension strategies
Begin observation/participation in schools each Thursday

**Week 4**

*Teaching Children to Read: COMPREHENSION*

*Obj. 4, 6, 7, 8*

4.1 Strategies: KWL, graphic organizers, reciprocal teaching, fix-up strategies, affective response, summarizing, literature circles, Literature Based Literacy & grand conversations.

4.2 Meeting the needs of diverse learners by adapting instruction

Class activities: readers theatre and comprehension strategies

**Comprehension journal article critique due (D2L)**

**Week 5**

*Teaching Children to Read: Ch. 9 PROGRAMS/ STANDARDS*

*Obj. 2, 3, 4, 5, 6, 7, 8*

5.1 What are the “standards” for reading instruction?

5.2 Assessing a core reading program.

5.3 Explain how trade books may be used as the reading program.

(Literature Based Reading)

5.4 How can motivation/engagement be utilized

5.5 Describe use of new technologies for literacy

Class activities: Evaluate basal reader programs & identify the scope & sequence chart

Review for Mid-Term Exam

**Mid-Term Exam**

**Week 6**

*Ch. 9: PROGRAMS/ DIFFERENTIATED INSTRUCTION/ RESPONSE to INTERVENTION (RtI)*

*Obj. 2, 3, 4, 5, 6*

6.1 Define & discuss differentiated instruction & RtI

6.2 Define and discuss effective strategies (Best Practices)

6.3 What are the supplemental reading programs for helping struggling readers succeed?

6.4 Which reading programs have been shown to be effective with struggling readers

6.5 How can teachers help parents and interested stakeholders better understand reading standards

Class activities: Cooperative Learning Groups, LEA (Language Experience Approach)

Lessons prepared from the basal readers.

1st lesson plan due in TK20 & 2 reflections

**Week 7**

*Teaching Children to Read Ch. 5 FLUENCY*

*Obj. 2, 3, 4, 5, 6, 7, 8*

7.1 According to evidence-based research, describe fluent reading.

7.2 How would you quickly & efficiently assess fluency

7.3 Characteristics of effective fluency instruction

7.4 How can a student increase fluency

7.5 Technological tools/programs that support fluency

**Fluency journal article due (D2L)**
**Week 8**

*Teaching Children to Read: Ch.8 WRITING*

**Obj. 3,5,6,8,9**

8.1 What are the stages of writing development
8.2 Evidence-based strategies for teaching writing
8.3 How can quick writes be used effectively for Tier II
8.4 What are ways to motivate students to write
8.5 Tell how writing instruction can be adapted to meet the needs of all learners.
8.6 Which home-based activities could you include for parents
8.7 How can students’ writing be assessed (also holistic grading)
8.8 Describe the writing process

Class activities: Writing from the classroom
Video: A Tale of Two Schools (30 minutes)

2nd Lesson Plan due, D2L & 2 reflections

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**Week 9**

*Teaching Children to Read: Ch 10 ASSESSMENT*

**Obj. 5,7,9**

9.1 Discuss the principles of effective reading assessment
9.2 What screening assessments can be used
9.3 What commercial reading tests are available for classroom use
9.4 What are outcome assessments
9.5 What are diagnostic assessments
9.4 Explain classroom and student profiling. Tell how it is used to form needs-based reading groups.
9.5 Discuss “IF-THEN Thinking”.

Classroom activities: Assess students’ writing holistically by using a rubric and review the MS Assessment Program
Video: A Tale of Two Schools (30 minutes)
Review for Final

3rd Lesson Plan due, D2L & 2 reflections

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**Week 10**

*Teaching Children to Read: Ch.11 ORGANIZATION in K-3*

**Obj. 3,4,5,6,7,8,9**

10.1 Explain characteristics of exemplary primary grade teachers.
10.2 How can classrooms be arranged to support learning
10.3 How can teachers use differentiated small-group reading Instruction to meet requirements of Response to Intervention?
10.4 Describe several technologies classroom teachers should use.
10.5 Discuss how K-3 teachers can make connections with students’ families & communities to assist with reading

Classroom activities: Cooperative teams, design classroom floor Plan & 1st day and literacy activities
10.6 Classroom management techniques
10.7 Praxis II practice questions/discussion
Tuesday: last observation

Last 2 reflections are due (D2L)
Teaching Letter
Final Exam