

EDMS 540
Language and Literacy Instruction
Spring 2002

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Office Hours:
Mondays 4:00-5:00
Thursdays 5:00-6:00
and by appointment

COURSE DESCRIPTION:

The scope and sequence of language arts instruction in the K-8 curriculum. Focuses on the place of literacy in the integrated elementary school curriculum: methods and materials in teaching language and literacy to students from diverse class, cultural, and ethnolinguistic backgrounds; strategies in using literacy across the curriculum; first and second language acquisition theories and methods; English as a second language methods. Requires participation and observation in the public schools.

COURSE OVERVIEW:

This course will be divided into three main topics: theory, methodology, and assessment. Issues of Limited English Proficient students will be embedded into each topic.

OBJECTIVES:

Students will:

- gain an understanding of the reading process and its relationship to thought, language, and learning.
- develop an understanding of how a first and second language is acquired.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse school classrooms and the theoretical bases of such approaches.
- become sensitive observers of children's language.
- analyze children's reading and writing as a basis for instructional decisions.
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- learn how to organize an integrated reading and writing curriculum.

COURSE REQUIREMENTS

1. Participation and Attendance

100 points +

Points for overall attendance and participation will be determined at the end of the semester.

COE Attendance Policy

*Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or student **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor*

IMPORTANT: You cannot receive an "A" if you miss more than two classes. You cannot receive a "B" if you miss more than three classes.

2. Portfolio

300 points

Throughout the semester, you will compile a portfolio in a three ring binder. The portfolio must be based upon class sessions, assigned readings, your experiences in classrooms, and include your personal views and experiences. You may also include information from professional journal articles or other sources in areas which you feel you need more information. The purpose of this assignment is to exhibit your understanding and knowledge about literacy development. Many school districts in this area have requested that applicants present such a portfolio at interviews. The portfolio will be divided into the sections listed on the following pages. The strategies sections will be done collaboratively within groups.

Portfolio Rubric

A to A- 270-300 points	<ul style="list-style-type: none"> • Few if any errors in spelling, punctuation, etc. • All sources cited properly • Reference page complete • Clear definitions and explanations • All strategies explained • Well organized with heading and bullets • Copies of peer-edited drafts included
B+ to B- 240-269 points	<ul style="list-style-type: none"> • Some errors in spelling, punctuation, etc. • Some material not cited • Reference page incomplete • Somewhat clear definitions and explanations • Most strategies explained • Some attempts at organization • Some copies of peer-edited drafts included
C+ 230-239 points	<ul style="list-style-type: none"> • Several errors in spelling, punctuation, etc. • Sources not cited • Reference page missing or incomplete • Definitions and explanations poor or missing • Only a few strategies explained • Organization is not apparent • Few if any peer-edited drafts included

Literacy Portfolio Outline

Section 1: Reading and Writing Theory

Reading and writing theories greatly effect how teachers teach. This section will discuss the rationalist, empiricist, and balanced theories of teaching reading and writing.

Resources:

Class Notes
Taberski, Chs. 1 & 2
Tompkins, Ch. 1

Section 2: Conducting Ongoing Assessment of Reading Development

Ongoing assessment of reading development refers to use of multiple measures and the ongoing analysis of individual, small-group, and class progress in order to plan effective instruction and, when necessary, classroom interventions. All instruction should be based on information acquired through valid assessment procedures. Students must be able to recognize their own reading strengths and needs and be able to apply strategies for increasing their own reading competence. Teachers must be able to use and interpret a variety of informal and formal assessment tools and communicate assessment data effectively to students, parents, guardians, school personnel, and others.

Resources:

Class Notes
Taberski, Chs. 4, 5, & 6
Tompkins, Ch. 3
Johns
LA Framework, Ch. 6

Strategies for assessing reading:

Tompkins:

- Cloze Procedure (145)
- Prereading Plan (516)
- Running Records (522)
- Portfolios (104)
- Checklists (111)

Johns:

- Reading Inventory
- Phoneme Awareness (415)
- Phoneme Segmentation (416)
- Early Literacy (422-24)

Cunningham:

- Checklist (52)

Strategies for assessing writing:

Tompkins:

- Stages of Spelling Development (98 & 182)
- Weekly Spelling Tests (191)
- Middle-Grade Writing Rubric (96, 107,)
- Portfolios (104)

Johns:

- Writing Rubrics (425)
- Retellings (438-442)

Powell:

- Rubrics (in class)

Section 3: Planning, Organizing, and Managing Reading Instruction

Planning, organizing, and managing reading instruction refer to teacher practices necessary for delivering an effective, balanced, comprehensive reading program. A well-planned and organized program that is based on content and performance standards in reading and responsive to the needs of individual students supports students' reading development. Students must develop as proficient readers in order to become effective learners and take advantage of the many lifelong benefits of reading. Teachers need to understand how to plan, organize, manage, and differentiate instruction to support all students' reading development.

Resources:

Class Notes
Taberski, Ch. 3
Tompkins, Chs. 12, 13, 14

Strategies:

Tompkins:
 Reading and Writing Workshop (Ch. 12)
 Basal Reading Textbooks (Ch 13)
 Reading and Writing in the Content Areas (Ch 14)
Taberski:
 Materials and Physical Environment (Ch. 3)

Section 4: Phonemic Awareness

Phonemic awareness is the conscious awareness that words are made up of individual speech sounds (phonemes), and it is strongly related to reading achievement. To become effective readers, students must be able to perceive and produce the specific sounds of the English language and understand how the sound system works. Therefore, teachers must understand how and why phonemic awareness skills develop both before students are reading and as they are learning to read. Teachers need to plan implicit and systematic, explicit instruction in phonemic awareness and how to choose a variety of materials and activities that provide clear examples for the identification, comparison, blending, substitutions, deletion, and segmentation of sounds. Teachers need to analyze students' spoken language development in order to match instruction with the students' needs.

Resources:

Class Notes
Tompkins, Ch. 5
Cunningham, Ch. 1

Strategies:

Cunningham:
 Clap Syllables (29 & 37)
 Match Beginning Sounds (29)
 Hear Rhyming Words (29)
 Segment Words Into Sounds (29)
 Count Words (36)
 Blending and Segmenting Games (42)
 Sound [Elkonin] Boxes (46)

Section 5: Concepts about Print

Concepts about print refer to an understanding of how letters, words, and sentences are represented in written language, and these concepts play a critical role in students' learning to read. Students need to understand that ideas can be represented in print forms and that print forms may have unique characteristics that differ from oral

representations of those same ideas. Teachers need to know that if a student does not demonstrate understanding of concepts about print and the written language system, these concepts must be explicitly taught.

Resources:

Class Notes
Tompkins, Ch. 4
Cunningham, Ch. 1
LA Framework, Ch. 3

Strategies:

Tompkins:
 Alphabet Books (492)
 Language Experience Approach (LEA) (512)
Cunningham:
 Shared Reading (5)
 Shared Writing (14)
 Interactive Writing (21)
 Print Concepts (49)

Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies

Systematic, explicit phonics and other word identification strategies refer to an organized program in which letter-sound correspondences for letters and letter clusters are taught directly in a manner that gradually builds from basic elements to more complex patterns. Word identification strategies build on phoneme awareness and concepts about print. Skillful and strategic word identification plays a critical role in rapid, accurate decoding; reading fluency; and comprehension. Students must understand the alphabetic principle and conventions of written language so that they are able to apply these skills automatically when reading. Teachers must provide systematic, explicit instruction in phonics and other word identification strategies.

Resources:

Class Notes
Taberski, Ch. 9
Cunningham, Ch. 3

Strategies:

Tompkins:
 Making Words (514)

Section 7: Spelling Instruction

Spelling maps sound to print. Spelling knowledge and word identification skills are strongly related. Students' knowledge of orthographic (spelling) patterns contributes to their word recognition, vocabulary development, and written expression. Teachers need to know the stages of spelling and be able to provide meaningful spelling instruction that includes systematic, explicit teaching of orthographic patterns (e.g., sound-letter correspondence, syllable patterns), morphology, etymology, and high-frequency words.

Resources:

Class Notes
Cunningham, Chs. 2 & 3

Strategies:

Tompkins:
 Word Walls (185)
 Making Words (186)
 Word Sorts (187)
 Proofreading (188)

Dictionary (189)
Cunningham:
Making Words (97)
What Looks Right? (122)

Section 8: Reading Comprehension

Reading comprehension refers to reading with understanding. Reading fluency and reading comprehension are necessary for learning in all content areas, sustaining interest in what is read, and deriving pleasure from reading. The end goal of reading instruction is to enable students to read with understanding and apply comprehension strategies to different types of texts for a variety of lifetime reading purposes. Effective readers produce evidence of comprehension by clarifying the ideas presented in text and connecting them to other sources, including their own background knowledge. Teachers need to be able to facilitate students' comprehension and provide them with explicit instruction and guided practice in comprehension strategies.

Resources:

Class Notes
Taberski, Chs. 7 & 8
Tompkins Ch. 8

Strategies:

Tompkins:
Grand Conversations (505)
Instructional Conversations (507)
Minilessons (515)
Reading Logs (521)
Say something (524)
Directed Reading-Thinking Activity (502)

Section 9: Literary Responses and Analysis

Literary response and analysis refer to a process in which students extend their understanding and appreciation of significant literary works representing a wide range of genres, perspectives, eras, and cultures. Literature provides readers with unique opportunities to reflect on their own experiences, investigate further ranges of human experience, gain access to unfamiliar worlds, and develop their own imaginative capacities. Students who are fully engaged in literature find a rich medium in which to explore language. Teachers need to provide explicit instruction and guided practice in responding to literature and analyzing literary text structures and elements.

Resources:

Class Notes
Taberski, Ch. 13
Tompkins, Chs 10 & 11
LA Framework, Ch. 3

Strategies:

Tompkins:
Literature Circles (Ch. 11)
Collaborative Books and Reports (498)
Cubing (499)
Double Entry Journals (503)
Open Mind Portraits (516)
Quickwrites (518)

Section 10: Text Structure and Content-Area Literacy

Content-area literacy refers to the ability to learn through reading. Learning in all content areas is supported by strong reading comprehension strategies and study skills. Students need to know how to apply a variety of reading comprehension strategies to different types of texts, analyze the structures and features of expository (informational) and narrative (fiction) texts, and select and vary their reading strategies for different texts and purposes. Teachers need to model and provide explicit instruction in these skills and strategies and provide students with frequent opportunities for guided and independent practice using them.

Resources:

Class Notes
Tompkins, Chs. 9 & 14

Strategies for Narrative Texts:

Tompkins:
 Story Boards (525)
 Story Maps (525)

Strategies for Expository Texts:

Tompkins:
 Anticipation Guides (492)
 Clusters, Maps, Webs (497)
 Data Charts (500)
 Exclusion Brainstorming (504)
 SQ3R Study Strategy (524)

Section 11: Student Independent Reading

Independent reading plays a critical role in promoting students' familiarity with language patterns, increasing fluency and vocabulary, broadening knowledge in content areas, and motivating further reading for information and pleasure. Independent reading improves reading performance. To become effective readers, students should be encouraged to read frequently, broadly, and thoughtfully as possible. Teachers need to understand the importance of independent reading and know how to encourage and guide students in their independent reading.

Resources:

Class Notes
Taberski, Chs. 10, 11 & 12

Strategies:

Tompkins:
 Individual Books and Reports (506)

Section 12: Relationships among Reading, Writing, and Oral Language

An effective, comprehensive language arts program increases students' language facility through relevant daily opportunities to relate listening, speaking, and writing. Reading is supported by effective writing, listening, and speaking instruction, and the goal of language arts instruction is to fully develop students' communications skills. Students must be able to connect reading, writing, listening, and speaking tasks to their experiences, intentions, and purposes. Teachers need to be aware of the interdependent nature of reading, writing, listening, and speaking and be able to use interrelated instruction in the four areas to promote reading proficiency.

Resources:

Class Notes
Tompkins, Ch. 2

Strategies:

Tompkins:

- Book Boxes (494)
- Book Talks (494)
- Choral Reading (495)
- KWL Charts (510)
- Read Arouns (520)
- Readers Theatre (521)
- Repeated Readings (522)

Section 13: Vocabulary Development

Vocabulary constitutes the building blocks of language. Vocabulary knowledge plays a critical role in reading comprehension, and readers learn more vocabulary through wide reading. Students need to know how to use a range of strategies, including those involving word analysis, context, and syntax, that promote reading fluency and enable independent comprehension, interpretation, and application of words contained in narrative and expository text. Upon entering school, students have a listening and speaking vocabulary that forms the foundation for vocabulary and comprehension instruction. Teachers need to build upon this foundation by providing explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading.

Resources:

Class Notes

Tompkins, Ch. 7

Cunningham, Ch 6

Strategies:

Tompkins:

- Word Sorts (528)
- Word Walls (529)

Cunningham:

- Word Walls (58-78)
- Big Word Collectors (143)
- RIVET (147)
- Word Detectives (152)
- Prefix Lessons (156)
- Suffix Lessons (162)
- Root Word Lessons (162)
- Nifty Thrifty Fifty (165)

Section 14: Structure of the English Language

Structure of the English language refers to established rules for the use of the language. Students' knowledge of the structure of English promotes their reading fluency, listening and reading comprehension, and oral and written expression. Students must be able to recognize, when listening or reading, and apply, when speaking or writing, English language conventions and structures. Teachers need a basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics) and must be able to provide instruction in these areas to enhance students' literacy skills.

Resources:

Class Notes

Cunningham, Ch. 4

Strategies:

Tompkins:

- Interactive Writing (508)

Writing Groups (531)
Reading and Writing Workshop (Ch. 12)

Section 15: Strategies for Special Needs Learners

This section will discuss strategies for special learners including second language users, struggling readers, and highly advanced readers.

Resources:

Class Notes
Cary
LA Framework, Ch. 7

Strategies:

Cary:
Building Instructional Context (26)
Preview-Review (26)
Comprehension Checks (28)
Model Writing (29)
Language Buddies (32)
Text Tours (34)
Alternative Writing (38)
“The Magic 7” Guiding Principles (46)
Language Acquisition Stages (54)
Alternatives to Book Reports ((102)

3. Case Study

100 points

Instructions will be given out in class.

Grading Scale (based on percentages of the above points):

100-94	A
93-91	A-
90-88	B+
87-84	B
83-81	B-
80-71	C

TEXTBOOKS

Required:

Cary, S.. (1997). *Second Language Users*. New York: Merrill.

Curriculum Development and Supplemental Materials Commission.. (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education.

Cunningham, P. (2000). *Phonics They Use: Words for Reading and Writing*. New York: Longman.

Johns, J. L. (2001). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments*.

Taberski, S. (2000). *On Solid Ground: Strategies for Teaching Reading K-3*. Portsmouth, NH: Heinemann.

Tompkins. (2001). *Literacy for the 21st Century: A Balanced Approach..* New Jersey: Merrill Prentice Hall.

Optional:

Rossi, J. and B. Schipper. (1999). *Case Studies in Preparation for the California Reading Competency Test.* Boston: Allyn and Bacon.

Zarrillo, J. J. (2002). *Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment.* New Jersey: Merrill Prentice Hall.

DATE	TOPIC	DUE
2-4	Course Overview	
2-11	Section 1 Reading & Writing Theory	
2-18	Section 2 Assessment-Case Study	Section 1
2-25	Section 2 Assessment-Standardized and Informal	
3-4	Section 3 Planning and Organizing – Grouping Students Section 5 Concepts about Print	Section 2
3-11	Section 4 Phonemic Awareness Section 6 Phonics	Sections 3 & 5
3-18	Section 7 Spelling	Sections 4 & 6
3-25	Section 10 Narratives & Expository	Section 7 Case Study
4-1	SPRING BREAK	
4-8	Section 8 Comprehension-Lesson Planning Section 9 Literary Responses- Literature Circles	Section 10
4-15	Section 11 Independent Reading Section 12 Relationships- Bookmaking Section 13 Vocabulary	Sections 8 & 9 Lesson Plans
4-22	Section 14 Structure of English Language Section 15 Special Needs	Sections 11, 12, & 13
4-29	NO CLASS	Sections 14 & 15 – Make arrangements to have these sections peer reviewed
5-6	Wrap Up	

5-13	Conferences	Final Portfolio
5-20	Conferences	Final Portfolio