

Early Literacy Instruction II

Catalog Description

RDG 3123. Early Literacy Instruction II. (3) (Prerequisite: Admission into Teacher Education. Corequisite: RDG 3113 and EDE 3123). Three hours lecture. Field experience. Concepts, materials, and teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency, and comprehension.

Instructional Objectives:

Teacher candidates will:

1. understand reading and writing as integrated processes that result in comprehension and communication. (MSRT 1.1, INTASC 1, CFPO 3)
2. become familiar with and apply the research base for effective reading instruction principles, techniques, theories, philosophies, and historical bases. (MSRT, 1.2, INTASC 1, CFPO 3, 7)
3. model enthusiasm for literacy-related tasks and design tasks that engage children and promote intrinsic motivation to read and write for pleasure, for information, and to promote lifelong readers and writers. (MSRT 4.4, INTASC 5, CFPO 5, 7)
4. understand and promote oral and written language development and recognize how cultural and language differences may effect that development. (MSRT 1.3, INTASC 2, 3, CFPO 2, 3, 8)
5. be able to formally and informally assess and analyze students' knowledge of written language so that appropriate instruction may be developed for each child's learning needs. (MSRT 3.1, 3.2, 3.3, INTASC 8, CFPO 3, 4, 8)
6. possess in-depth knowledge about vocabulary and comprehension development of early readers and its relationship to oral language development, background knowledge, and experiences. (MSRT 1.4, INTASC 1, 2, CFPO 2, 3)
7. understand the concept of reading fluency, how fluency is developed by children, and why it is important to the reading and writing process. (MSRT 1.1, 1.4, INTASC 1, CFPO 3)
8. understand how written and spoken vocabulary is learned by children, the relationship between vocabulary and comprehension, and why vocabulary is important to the reading process and to learning content. (MSRT 1.4, INTASC 1, 2, CFPO 2, 3)
9. understand the various aspects involved in the reading comprehension process, including metacognitive awareness; how to teach comprehension strategies; and the relationship between decoding and comprehension. (MSRT 1.4 INTASC 1,2 CFPO 3, 7)
10. become knowledgeable about and be able to apply a wide variety of instructional strategies for helping young readers and writers develop written and spoken vocabulary (including developmental spelling), reading and writing fluency, and comprehension. MSRT 2, INTASC 1, 2, 4, CFPO 3, 7)
11. become familiar with appropriate materials for beginning literacy instruction, including children's literature, basal materials, other print texts, visual

- information, electronic texts, technology, etc. (MSRT 2.3, 4.2, INTASC 6, CFPO 5, 6, 10)
12. understand how to create a literacy-rich environment that supports and motivates beginning readers and writers. (MSRT 2, 4.2, INTASC 5, CFPO 5, 6)
 13. understand how to plan, manage, and differentiate literacy instruction in various contexts (i.e., whole group, small group, individualized) based on students' developing literacy skills, strengths, needs, interests, and background knowledge. (MSRT 2.1, INTASC 3, CFPO 5, 6, 8)
 14. become familiar with and be able to plan instruction aligned with state competencies for language and literacy development (MSRT 2.4, INTASC 7, CFPO 5, 9)
 15. be able to communicate effectively with parents (and/or other appropriate individuals) the results of formal, informal, and ongoing assessments of literacy development. (MSRT 3.4, INTASC 10, CFPO 9)

Topics to be covered:

1. Reading and writing are integrated, complementary processes that result in comprehension and communication. Research bases for effective reading and writing instruction **Goals 1, 2** (1.5 hrs and first course.)
2. Creating a literacy-rich, well-organized, well-managed classroom environment in which oral and written language development is supported and motivated. **Goal 3 & 12** (3 hrs. and first course)
Specific topics include:
 - motivational engagement activities for promoting lifelong readers and writers
 - reading for pleasure and information
 - opportunities for social interaction within the context of literacy engagements
 - consideration of student interests and choices
 - literacy tasks at which students can experience success
 - challenging tasks that promote engagement.
3. Teaching beginning readers and writers from varied linguistic and cultural backgrounds. **Goal 4** (1.5 hrs. and Early Literacy I)
4. Formal and informal methods (ongoing assessment) for assessing and analyzing students' knowledge of written language and how to design appropriate instruction based on results of assessment. **Goal 5.** (6 hrs.)
 - running records or ARI/IRI (for word recognition and comprehension)
 - fluency (automaticity, rate, and prosody—expression and phrasing)
 - comprehension
 - literal, inferential, application, critical
 - writing
 - ongoing assessment and analysis of students' developing skills and strategies
5. Vocabulary development, including advanced decoding skills. **Goal 8 & 10**

(3 hrs)

- Listening (receptive vocabulary), speaking (expressive vocabulary), reading (receptive vocabulary), and writing (expressive vocabulary) vocabularies
- Using context clues for meaning and word solving
- Morphology—meaningful units of words (root words, suffixes, prefixes, compound words, etc.) and how affixes change the meanings of words
- Multiple meanings of words (synonyms, homonyms, antonyms, etc.)

6. Developing sight vocabulary of high-frequency words for reading and writing **Goal 8 & 10** (1.5 hrs)

7. Teaching research-based comprehension strategies (5 hrs) such as

- making schema-based connections;
 - creating sensory images;
 - introduce inferring, especially predicting and drawing conclusions (also in middle level reading courses);
 - using text structure;
 - introduce student questioning before, during, and after reading (more detail in middle level reading courses);
 - introduce determining importance (more detail in middle level reading courses and more emphasis on nonfiction text);
- introduce summarizing (oral & written retelling) (more detail in middle level reading courses and more focus on nonfiction text) **Goals 6, 9, & 10**

8. Metacognition and comprehension monitoring (1.5 hrs.) **Goals 6, 9, 10**

- Fix-up strategies (rereading, self-questioning, continue reading for clarification or to answer questions, use visuals, use access features, ask a peer or teacher)

9. Instructional strategies for developing fluency, vocabulary, spelling, & advanced decoding, and comprehension (9 hrs.) **Goal 10 & 11**

- Fluency: choral reading, Readers' Theatre, paired reading, etc.
- contextual redefinition, Word of the Week (related to content-related topic or theme), analogy, etc.
- Vocabulary strategies: Effective alternatives to looking up definitions
Link new words with what students know (semantic mapping, list-group-label), word sorts, use words in interactive writing, find synonyms and antonyms, multiple exposures in a variety of meaningful contexts—incorporating words into daily routines and across the curriculum, provide access to vocabulary in context (connect in read alouds, in centers, authentic contexts), contextual redefinition, word derivation (continue in middle level courses)
- Spelling: interactive writing, using word chunks/syllables, word study center activities, compare/contrast, etc.
- Comprehension (see strategies listed in #7 and instructional strategies such as Question-Answer-Relationships, Reciprocal Questioning, etc.)

10. Planning for differentiated instruction (9 hours) **Goal 10, 11**

- Guided reading, guided writing, and other types of instruction using flexible (both homogeneous and heterogeneous) groups (continued in middle level courses)
- What is Guided Reading, its purposes, procedures?
 - Matching texts to readers
 - Selecting points for explicit teaching, including but not limited to word analysis
 - strategies, prompts for teaching self-monitoring, use of various cuing systems, comprehension monitoring strategies
 - After reading teaching points based on observation of students' reading (miscues, word solving strategies used, and so forth)
 - Using basal stories for guided reading
 - Using trade books for guided reading
- 1-on-1 tutoring (continued in middle level courses)
- Developing mini-lessons for whole class or small group instruction, based on student needs (continued in middle level literacy courses)
- Writing workshop, reading workshop (continued in middle level courses)
- Independent engagements for learning centers
- Literature circles (continued in middle level courses)

11. Aligning plans with state standards (also in Early Literacy I and middle level literacy courses) (1 hr.) **Goal 14**

12. Importance of parental involvement & ways to communicate effectively with parents about a child's literacy development (3 hours) **Goal 15**

- Modes of communication: newsletters, phone calls, home visits with a social worker
- Preparing for open house
- Using lay language to communicate test results
- Activities parents can do with children at home to support literacy development
- Appropriate and inappropriate ways to communicate with parents

Methods of Instruction

Lecture, videotapes, small group discussion, student presentations, field experiences, use of internet resources, demonstrations, case studies

Field Component

Teacher candidates will interact with an early literacy learner/s (grades 2-3) in a school setting. The field experience will consist of 1-hour a week in the field placement coordinated with RDG 3113 and EDE 3123. Field activities will include observation of literacy instruction, conversations with classroom teachers about literacy instruction, and a case study of a literacy learner. Teacher candidates in field placements will also teach several lessons to small groups of children. Assignments related to the field component of the course are described in 1 & 2 below.

Suggested Student Activities:

1. Field-related assignments: Analysis of literacy understandings: Administer ARI or IRI to a 2nd or 3rd grader and analyze miscues and comprehension indicated in retelling and comprehension questions. Write a report that includes a description of the purpose of the instrument and a brief description of the instrument; identifies students' strengths and areas that need improvement; identifies student's independent, instructional, and frustrations levels for reading and listening comprehension; and projects what instruction the student would benefit from in the future.
2. Field-related assignments: Case study lessons (continuation of assignment in RDG 3113 (Early Literacy I): Based on analysis of results of the *Observation Survey(OS)* (or similar instrument) administered in RDG 3113 (Early Literacy I), plan, write-up, and teach 3 lessons that build on one another and the information that is gained from the *OS* assessment results and how students respond and on-going assessment during previous lessons. Write a paper after teaching each lesson, including reflections on how well objectives were met, evidence that objectives were met, a description of what happened during the lesson, how student responded, labeled student artifacts, and so forth.
3. Reflective Paper on Teaching: After teaching the 3 lessons, interviewing teachers, observing instruction in classrooms, write a reflective paper describing what the teacher candidate learned about literacy teaching and learning.
4. Activity file: Create a file of resources for teaching early literacy, including sections for the topics below.
Comprehension: Develop a file of resources and activities for teaching reading comprehension strategies. The emphasis will be on building connections with students' schemata, creating sensory images, inferring, recognizing text structure (including story structure and the structure of simple expository texts).
Fluency: Create a bibliography of Readers' Theatre script resources, children's literature that would lend itself to Readers' Theatre, texts to use for choral reading, and other texts appropriate for reading aloud.
Vocabulary & Spelling: Develop a file of strategies, activities, and websites for teaching vocabulary and spelling effectively that include attention to word chunks, meaning, context, morphology, and so forth.
Writing: Create a section of the file that includes resources for effective writing instruction.
5. Early literacy block plan: Develop week-long plans for a daily two-hour literacy block, which includes materials and texts used for Morning Message, read aloud, shared reading, interactive writing, whole-class phonics and comprehension mini-lessons; learning centers in which students could work independently, how to integrate prepackaged literacy materials, guided reading, independent and journal writing, silent reading, etc.
6. Midterm Exam & Final Exam

METHOD OF EVALUATION (Assessment of Concepts and Skills/Evaluation of Student Progress)

1. Analysis of literacy understandings	10%
2. Case study lessons	10%
3. Reflective paper	10%
4. Activity file	30%
5. Early literacy block plan	20%
6. Midterm exam	10%
7. Final exam	10%

Texts

Caldwell, J., & Leslie, L. (2000). *Qualitative reading inventory* (3rd ed.). Boston: Allyn & Bacon.

McGee, L. M., & Richgels, D. J. (2004). *Literacy's beginnings: Supporting Young Readers and Writers* (4th ed.). Boston: Allyn and Bacon.

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SAMPLE