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Text:

Gunning, T. (2013). *Creating literacy instruction for all students*. Pearson.

Fox, M. (2008). *Reading magic: Why reading aloud to our children will change their lives forever*. Harcourt.

Course Description:

This course is an intensive study of reading readiness, beginning reading, remedial reading, reading assessment, reading devices, and the use of audiovisual aids in reading instruction. This course serves as a foundation reading course and is encouraged to be taken as the first course of the reading component.

Course Objectives:

Throughout and upon completion of this course, the student will:
- communicate an awareness of multiple approaches for teaching reading
- demonstrate intervention strategies for struggling readers
- investigate reading theory and practice
- practice read aloud techniques in field base experience
- convey an awareness of and describe theoretical basis of current reading practice

Learning Outcomes

The graduating student will:
- Identify the range of individual developmental differences that characterizes students in early childhood through grade 8
- Identify standardized assessments to analyze students' strengths and needs for planning instruction
- Construct teaching lessons by selecting pertinent materials and resources which include technological resources to enhance student learning

Standards

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
1.1s
acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;

1.2s strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;

1.3s provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;

1.4s select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;

1.5s help students learn how to adapt students' spoken language to various audiences, purposes, and occasions;

1.7s plan, implement, and monitor instruction that is focused on individual student's needs, strengths, and interests and is based on informal and formal assessment of students' progress in oral language development;

1.9s provide opportunities for students to engage in active purposeful listening;

1.11s support students' development of communication skills through the use of technology.

Standard II. *Phonological and Phonemic Awareness:* Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
2.1s plan, implement, and monitor instruction that is focused on individual students' needs and is based on continuous use of formal and informal assessments of individual students' phonological development;

2.2s use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness;

2.3s select and use instructional materials that promote students' phonological and phonemic awareness and build on students' current language skills;

2.4s inform parents of their child's phonological development and its importance to reading and communicate with families about ways to encourage students' phonological awareness at home; and

2.5s communicate with other professionals and continually seek implications for practice from current research about phonological awareness.

Standard III. *Alphabetic Principle:* Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

3.1s respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;

3.2s select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students' understanding of the elements of the alphabetic principle;

3.3s use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;

3.4s communicate with parents about ways to increase students' alphabetic knowledge;

3.5s communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge; and

3.6s provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts.

Standard IV. *Literacy Development and Practice:* Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

4.11s communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

4.12s use technology to help students access a wide range of narrative and expository texts.

Standard V. *Word Analysis and Decoding:* Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

5.1s teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;

5.2s teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;

5.3s teach students to recognize high-frequency irregular words by selecting words that appear frequently in students' books and reviewing difficult words often;

5.4s teach students ways to identify vowel sound combinations and multisyllabic words;

5.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);

5.6s teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;

5.7s use formal and informal assessments to analyze individual student's word identification and decoding skills in order to plan and monitor instruction;

5.8s communicate with parents about ways to support students' word identification and decoding skills; and

5.9s communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification

Standard VI. *Reading Fluency:* Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

6.1s identify and monitor on an ongoing basis young students' fluency levels by using leveled passages or reading materials on a daily basis;

6.2s provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;

6.3s apply norms for reading fluency to evaluate students' reading fluency;

6.4s communicate with families about students' reading fluency and ways they can help to increase students' fluency;

6.5s communicate with other professionals and continually seek implications from current research about the development of students' reading fluency; and

6.6s provide opportunities for students to improve reading fluency through self-correction.

Standard VII. *Reading Comprehension:* Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
7.1s formally and informally assess students' reading comprehension and provide focused instruction in reading comprehension based on individual student's needs;

7.2s use a variety of instructional strategies to enhance students' listening and reading comprehension, including helping students link the content of texts to students' lives and connect related ideas across different texts;

7.3s guide students in developing and using metacognitive skills;

7.4s model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;

7.5s provide frequent opportunities for students to engage in silent reading, both at school and at home;

7.6s guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;

7.7s provide time for extended reading of a wide range of materials, including expository texts;

7.8s use instructional strategies that help increase students' reading vocabulary;

7.9s provide instruction that increases knowledge of students' own culture and the cultures of others through reading;

7.10s provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;

7.11s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;

7.12s teach elements of literary analysis, such as story elements and features of different literary genres;

7.13s provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn," (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

7.14s provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries;

7.15s communicate with families about students' reading comprehension and ways to encourage students' reading; and

7.16s communicate with other professionals and seek implications for practice from ongoing research about the development of students' reading comprehension.

Standard VIII. *Development of Written Communication:* Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
8.1s create an environment in which students are motivated to express ideas in writing;

8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;

8.3s formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;

8.4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;

8.5s provide instruction in the use of available technology that facilitates written communication;

8.6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

8.7s provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;

8.8s communicate with families about students' development of written communication and ways to encourage students' written communication;

8.9s communicate with other professionals and continually seek implications for practice from current research about students' development of written communication; and

8.10s provide opportunities for students to conference with peers and the teacher.

Standard IX. *Writing Conventions:* Teachers understand how young students use writing conventions and how to help students develop those conventions.
9.1s formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;

9.2s provide hands-on activities tohelp young students develop the fine motor skills necessary for writing;

9.3s teach pencil grip, paper position, and beginning stroke;

9.4s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);

9.5s provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);

9.7s communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and

9.8s communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions.

Standard X. *Assessment and Instruction of Developing Literacy:* Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

10.1s use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s analyze students' errors in reading and writing and use them as a basis for future instruction;

10.3s use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.4s communicate students' progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students' work;

10.5s communicate instructional decisions based on research, assessments, and knowledge of students; and

10.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students' developing literacy.

Standard XI. *Research and Inquiry Skills:* Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

11.1s use ongoing assessment and knowledge of grade-level expectations to identify students' needs in regard to study and inquiry skills and to plan instruction;

11.2s respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;

11.3s provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum;

11.4s communicate with families/caregivers about students' study and inquiry skills development and collaborate to promote development in these areas;

11.5s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of study and inquiry skills; and

11.6s provide students with opportunities to use accepted formats for writing research, including the documentation of resources.

Standard XII. *Viewing and Representing:* Teachers understand how to interpret, analyze, evaluate, and produce. 12.2s compare and contrast print, visual, and electronic media (e.g., films and written stories);

12.3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;

12.4s teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;

Course Topics:
A. *Literacy Development from a Language and Cognitive Perspective*
   1. Language Systems
   2. Cognitive Developmental Theory
   3. Role of Experiences and Culture in Literacy Development
   4. Reading process, Transactional Theory (Rosenblatt)
   5. Role of Motivation
   6. Approaches to Teaching Reading (Bottom Up, Top Down, Interactionist Overview)
B. *Evaluation*
   1. Standards
   2. Formative and Authentic Assessment
   3. Informal and Formal Reading Assessments
C. *Emergent and Early Literacy*
   1. The Environment (Home/School)
   2. Language Experience Approach and Emergent Storybook Reading
   3. Print Concepts and Book Handling Skills
   4. Developmental Writing and Shared Writing Experiences
   5. Family Literacy
D. *Conventional Literacy*
   1. High Frequency Words
   2. Stages of Reading
   3. Role of Phonics Instruction, Approaches to Teaching Phonics
   4. Strategy Instruction
   5. Word Knowledge
E. *Fluency*
   1. Understanding and Nurturing Fluency
F. *Vocabulary*
   1. Principles of Vocabulary Instruction
   2. Techniques for Teaching Words
   3. Special Features of Words
G. *Comprehension*
   1. Theory & Strategies
   2. Text Structures and Procedures
        a. Narrative Text
        b. Expository Text
   3. Working with Struggling Readers
        a. Dyslexia
        b. Reading Recovery
        c. Reading First
        d. RtI

H. *Reading Approaches*
      1. Basal Approach
      2. Literature –Based Approach
      3. Reading Workshop
      4. LEA
      5. Whole Language
      6. Guided Reading

I. *Writing Approaches*
      1. Process Approach
      2. Guided Writing
      3. Writing Workshop
      4. Technology

J. *Diversity*
      1. Economically Disadvantaged Students
      2. Culturally Diverse Students
      3. Learning Disabilities
      4. Cognitive Impairments
      5. Speech and Language Disorders

Course Requirements:

Course Contribution

Attendance and participation is required for successful completion of this course. Your ability to effectively participate and contribute when we meet will be significantly enhanced by appropriate preparation, which includes reading and reflecting on assigned chapters, articles, or viewing video materials. Missing assignments, not meeting deadlines and/ or failure to communicate with the professor can result in a failing grade. Course objectives are explicitly designed to assist in meeting the standards required by the EC-6 Generalist exam. Assessment of specific objectives related to those expectations will be required in order to receive credit for this class. **Please check your email daily for updated information regarding assignments and feedback on submissions.**

Web-Assignments, Activities, Discussion Board

Chapter activities and assignments will utilize the Gunning text and will be submitted via Blackboard. In the event that your assignment requires a written response, **take the time to edit your work.** As educators in training, it is important to be an effective writer of educational material. This class is considered writing intense, so plan appropriately for proofing and revising in addition to drafting. Your work should be free of spelling and grammatical errors, and should reflect *your* understanding. You should be developing the ability to paraphrase information from textbooks and journals. If you must use an author's words verbatim, you need to properly cite their work. Assignments that are submitted with improper sentence structure, grammar and usage issues, and/or improper formatting will not receive credit.

Blackboard assignments need to be formatted as .doc or .docx documents. You must use a word processing program that is compatible in order for me access your submissions. Microsoft Word is most widely used. Creating documents in Works or other formats will not receive credit as they are not compatible with Bb. If you do not have access to Microsoft Word, please use the computer labs on campus to create and submit your work. There are two forums that will remain open in Blackboard throughout our course: Questions for Instructor and the Student Café. They are both located in the Discussions tab.

Assessment

Assessment will take many forms this session. As a teacher in training you will be expected to not only understand, but use varied forms of assessment. For that reason, you will be assessed using multiple methods. Assessment in this course may be objective quizzes (true/false, multiple choice), written responses (short answer/essay/critical reviews), portfolio artifacts or created documents, lesson design, rubrics, and demonstrations (in class and/or self-video).

Mem Fox

In addition to the Gunning text, you will be participating in a book study using Mem Fox's book, Reading Magic. I will be assigning discussion leaders throughout the semester to assist in beginning a dialogue when we meet. It is important for you to come to each of these meetings with the intent to contribute, so it is important for you to make notes as you are working through assigned chapters. Discussion guidelines and expectations will be discussed in class.

Leisure Reading

Teachers of reading need to convey a sense of legitimacy and engagement with the reading process. In addition to reading the two required texts during the next few weeks, you will also be asked to choose a personal text. I will be happy to make recommendations or even provide a book for your reading pleasure I will engage in periodic conferences about your book throughout the weeks. This will take place in the Journal section of Bb.

Academic Integrity:

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Reminders
- Check email daily.
- All assignments should be appropriately formatted, edited and presented in final draft form.
- Please do not ask for extensions on due dates.
- When corresponding with me via email, please include your name either by identifying yourself in the text or signing at your closing. University email addresses, as well as some personal addresses, are very difficult to decipher.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Course Schedule: Below is a tentative schedule of text coverage, assignments and assessments. This schedule is subject to change during the course of the semester.

Unit	Content	Homework or Assessment Due
	Welcome, Introductions, Syllabus & Schedule Discussion: Personal reading experiences…	
	Gunning Chapter 1: The Nature of Literacy Discussion: Reflect on how you were taught to read, provide any examples or specific details and categorize as an approach.	
	Gunning Chapter 2: Teaching All Students Discussion: How do you explain/describe diversity in an educational context? What should teachers consider when addressing educational needs of a diverse classroom? *100 Days of Reading* (Classroom Library K-2) https://www.learner.org/resources/series162.html	
	Introduce us to a book that highlights diversity. Explain what grade level would be appropriate and how it may be used.	
	Discussion: What is assessment and evaluation? Gunning Chapter 3: Assessment *Using Assessment to Guide Instruction* (K-2 Workshop) https://www.learner.org/resources/series175.html *Assessment and Accountability* (3-5 Workshops) https://www.learner.org/resources/series204.html	
	Objective Assessment (chapters 1,2 & 3)	
	Discussion: What have you noticed about children's earliest attempts regarding literacy? Chapter 4: Fostering Emergent and Early Literacy *Creating a Literate Community* (K-2 Workshop) https://www.learner.org/resources/series175.html *Becoming Readers and Writers* (Classroom Library K-2) https://www.learner.org/resources/series162.html Demonstrate a Read Aloud	
	Administer the Early Literacy Inventory Create visual presentation of Alphabetic Principle or Phonemic Awareness using a picture book	
	Chapter 5: Phonics, HFW, & Syllabic Analysis *Fluency and Word Study* (K-2 Workshop) https://www.learner.org/resources/series175.html *Word Study and Fluency* (3-5Workshop) https://www.learner.org/resources/series204.html Demonstrate Shared Reading Demonstrate Interactive Writing	
	Chapter 6: Vocabulary Document new vocabulary you find in your leisure reading. *Investigating Word Meaning* (3-5 Workshop) https://www.learner.org/resources/series204.html *Choosing Words Strategically* (3-5 Workshop) https://www.learner.org/resources/series204.html *Reading Across the Curriculum* (3-5 Workshop) https://www.learner.org/resources/series204.html	

	Discussion: What type of reading is difficult for you? What do you do to better understand what you read? Chapter 7: Comprehension Theory & Strategies *Building Comprehension* (3-5 Workshop) https://www.learner.org/resources/series204.html *Close Reading for Understanding* (3-5 Workshop) https://www.learner.org/resources/series204.html	
	Chapter 8: Comprehension Text Structure and Teaching Procedures *Building Comprehension* (3-5 Workshop) https://www.learner.org/resources/series204.html *Close Reading for Understanding* (3-5 Workshop) https://www.learner.org/resources/series204.html Create a mystery passage Design an anticipation guide for an excerpt of expository text	
	Chapter 9: Reading and Writing in Content Areas Present a non-fiction guided reading lesson that incorporates the use of a graphic organizer	
	Discussion: Share a favorite story from your school years. Chapter 10: Reading Literature	
	Discussion: Chapter 11: Approaches to Teaching Reading	
	Discussion: What kind of writing do you currently do? What do you remember about writing in school? Chapter 12: Reading and Writing *Writing* (3-5 Workshop) https://www.learner.org/resources/series204.html *Building a Community of Writers* (3-5 Writing Communities) https://www.learner.org/resources/series205.html *Teacher as Writer* (3-5 Writing Communities) https://www.learner.org/resources/series205.html	
	Chapter 13: Creating and Managing a Literacy Program Submit a proposal for a voluntary reading program in your classroom. Make sure you include the age group you are teaching, materials you would need and a description of how the program would be designed.	