**WAYLAND BAPTIST UNIVERSITY**

**DIVISION OF Education**

**EDLI 3305**

Mission: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, and service to God and humankind.

# **COURSE NUMBER AND TITLE:** EDLI 3305 Foundations of Teaching Reading

**TERM AND DATES:** Spring 2018; February 26 to May 19, 2018

# **INSTRUCTOR’S NAME:** Dr. Christy Reed

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# **E-MAIL ADDRESS:** reedc@wbu.edu

**CATALOG COURSE DESCRIPTION:** Overview of theories of reading, reading process/strategies, and methods of reading instruction.

**PREREQUISITES: None**

**REQUIRED RESOURCE MATERIALS:**

1. Tompkins, G. (2015). *Literacy in the early grades* (4th ed.). Boston: Pearson.
2. Cunningham, P. (2013). *Phonics they use: Words for reading and writing* (6th ed.). New York: Longman.

**Purpose of Course:**

The course provides an overview of language/literacy learning and explores theoretical frameworks of language/literacy acquisition. Overall objectives of the course will be to understand theory and research underlying the reading process and how this knowledge applies to the instructional setting and assessment. Issues of diversity will be included.

**Learning Outcomes:**

* Demonstrate knowledge about the linguistic, social, cultural, cognitive, and psychological bases of the reading process.
* Demonstrate knowledge about current and historical perspectives regarding the nature and purposes of reading and the different approaches to reading instruction.
* Understand the importance of teaching reading as a process rather than as a discrete series of skills to be taught through unrelated activities and exercises.
* Understand the role phonics, word recognition, and vocabulary development play in reading.
* Demonstrate knowledge of emergent literacy and the kinds of experiences that support literacy.
* Understand the links between instruction and assessment and use these understandings to implement a well-planned and comprehensive reading program.
* Understand the literacy needs of students of cultural, linguistic, and ethnic diversity.
* Understand the importance of language development in relation to reading and writing.
* Understand the importance of embedding reading instruction in a meaningful context, and the role of the different types of text for the purpose of accomplishing specific and authentic tasks or for pleasure.

**COURSE OUTCOME COMPETENCIES:** (as they appear in the EC-6 Generalist Preparation Manual)

**Domain 1: English Language Arts and Reading**

**Competency 001: Oral language**

**the teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.**

A. Knows basic linguistic concepts (e.g., phones, segmentation) and the developmental stages in the acquisition of oral language-including phonology, semantics, syntax, and pragmatics-and recognizes that individual variations occur within and across languages.

F. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students’ reading and writing proficiencies.

**Competency 002: Phonological and phonemic awareness**

**The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.**

A. Understands the significance of phonological and phonemic awareness for reading, is familiar with typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur.

B. Understands differences in students’ development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.

C. Plans, implements, and adjusts instruction based on the continuous use of formal and informal assessments of individual students’ phonological development.

D. Uses a variety of instructional approaches and materials to promote students’ phonological and phonemic awareness.

E. Understands how to foster collaboration with families and with other professionals to promote all students’ phonologic and phonemic awareness both at school and at home.

**Competency 003: alphabetic principle**

**the teacher understands the importance of the alphabetic principle for reading english and provides instruction that helps students understand the relationship between spoken language and printed words.**

A. Understands the elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students’ alphabetic skills development, and recognizes that individual variations occur.

B. Understands that not all written languages are alphabetic; that many alphabetic languages are more phonetically regular than English; and knows the significance of that for students’ literacy development in English.

C. Selects and uses a variety of instructional materials and strategies, including multisensory techniques, to promote students’ understanding of the elements of the alphabetic principle and the relationship between sounds and letters.

D. Uses formal and informal assessments to analyze individual students’ alphabetic skills, monitor learning, and plan instruction.

E. Knows how to foster collaboration with families and with other professionals to promote all students’ development of alphabetic knowledge.

**Competency 004: literacy development**

**the teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students’ literacy.**

A. Understands and promotes students’ development of literary response and analysis, including teaching students the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.

B. Understands that the developing reader has a growing awareness of print in the environment, the sounds in spoken words, and the uses of print.

C. Selects and uses instructional strategies, materials, and activities to assist students in distinguishing letter forms from number forms and text from pictures.

D. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.

E. Selects and uses instructional strategies, materials, and activities that focus on functions of print and concepts about print, including concepts involving book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words.

F. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to, and independently read literature in various genres and to interact with others about literature.

G. Selects and uses appropriate instructional strategies to inform students about authors and authors’ purposes for writing.

H. Selects and uses appropriate technology to teach students strategies for selecting their own books for independent reading.

I. Understands how to foster collaboration with families and with other professionals to promote all students’ literacy.

**Competency 005: word analysis and identification skills**

**The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.**

A. Understands that many students develop word analysis and decoding skills in a predictable sequence but that individual variations may occur.

B. Understands the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and knows a variety of strategies for helping students develop and apply word analysis skills.

C. Teaches the analysis of phonetically regular words in a simple-to-complex progression (i.e., phonemes, blending onset and rimes, short vowels, consonant blends, other common vowel and consonant patterns, syllables).

D. Selects and uses instructional strategies, materials, activities, and models to teach students to recognize high-frequency words, to promote students’ ability to decode increasingly complex words, and to enhance word identification skills of students reading at varying levels.

E. Knows strategies for decoding increasingly complex words, including the alphabetic principle, vowel-sound combinations, structural cues (e.g., prefixes, suffixes, roots) and syllables and for using syntax and semantics to support word identification and confirm word meaning.

**Competency 006: Reading fluency**

**The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.**

A. Understands that fluency involves rate, accuracy, and intonation and knows the norms for reading fluency that have been established by the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels.

B. Understands the connection of word identification skills and reading fluency to reading comprehension.

C. Understands differences in students’ development of word identification skills and reading fluency and knows instructional practices for meeting students’ individual needs in these areas.

D. Selects and uses instructional strategies, materials, and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction).

E. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.

F. Uses strategies to encourage reading for pleasure and lifelong learning.

G. Knows how to teach students strategies for selecting their own books for independent reading.

H. Understands how to foster collaboration with families and with other professionals to promote all students’ reading fluency.

**Competency 007: Reading comprehension and applications**

**The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including a variety of texts and contents.**

A. Understands reading comprehension as an active process of constructing meaning.

B. Knows how to provide instruction to help students increase their reading vocabulary.

C. Understands factors affecting students’ reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).

D. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details), inferential comprehension (e.g., inferring cause-and-effect relationships, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning).

E. Provides instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types of text, understanding how a text is organized, using textual features such as headings and glossaries, appreciating the different purposes for reading).

G. Knows and teaches instructional strategies that facilitate comprehension of different types of text before, during, and after reading (e.g., previewing the organization of the text, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).

I. Knows how to provide students with direct, explicit instruction in the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, re-telling).

**Competency 009: WRiting conventions**

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

A. Understands that many students go through predictable stages in acquiring writing conventions-including the physical and cognitive processes involved in scribbling, recognition of environmental print, mock letters, letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression-but that individual students vary in their rates of development of these conventions.

B. Understands the relationship between spelling and phonological and alphabetic awareness and understands the contribution of conventional spelling toward success in reading and writing.

C. Understands the stages of spelling development (precommunicative “writing” [understands the function of writing but cannot make the forms], prephonemic, phonemic, transitional, and conventional) and knows how and when to support students’ development from one stage to the next.

D. Provides spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression.

E. Selects and uses instructional strategies, materials, and hands-on activities for the development of the fine motor skills necessary for writing skills according to grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).

I. Selects and uses instructional strategies, materials, and activities to teach pencil grip.

**Competency 010: WRitten communication**

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students’ competence in written communication.

A. Teaches purposeful, meaningful writing in connection with listening, reading, and speaking.

B. Knows how to promote students’ development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.

C. Monitors students’ writing development and provides motivational instruction that addresses individual students’ needs, strengths, and interests.

G. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).

H. Understands how to foster collaboration with families and with other professionals to promote students’ development of writing skills.

**Competency 012: Assessment of developing literacy**

The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

A. Knows how to select, administer, and use results from informal and formal assessments of literacy acquisition (e.g., alphabetic skills, literacy development, word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, study skills) to address individual students’ needs.

B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).

C. Analyzes students’ reading and writing performance and uses it as a basis for instruction.

D. Knows the state content and performance standards for reading, writing, listening, and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring performance up to grade level.

E. Knows how to determine students’ independent, instructional, and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students’ selection of independent reading materials.

G. Understands how to foster collaboration with families and communicate students’ progress in literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students’ work.

I. Know how to select, administer, and use results from informal and formal assessments of literacy acquisition.

J. Analyzes students’ errors in reading and responds to individual students’ needs by providing focused instruction to promote literacy acquisition.

N. Selects and uses a variety of formal and informal procedures for monitoring students’ reading comprehension and adjusts instruction to meet the needs of individual students, including English-language learners.

ATTENDANCE POLICY:

Campus Attendance Policy

1. All absences must be explained to the satisfaction of the instructor who will decide whether the omitted work may be made up.
2. Any student who misses 25% or more of the regularly scheduled classes will receive a grade of F for that course.
3. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean.
4. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland’s attendance policy.
5. Attendance is addressed in the list of course requirements, as part of the point total for the course.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**COURSE EXPECTATIONS:**

I place great value on professionalism as it is key to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during online discussions and during your field experiences. This component will be assessed based upon my perspective and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, ***writing clear and error-free English is a priority*** at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through written assignments. Criteria for evaluation will be based on **both content and mechanics**.

**Submitting Written Work: All written work in this course must be prepared according to the APA style.**

**Course grading criteria:**

All assignments are due as noted on course outline unless otherwise announced in class. All assigned work must be word-processed. **Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 2 calendar days of the due date. The course guide is subject to change at the instructor’s discretion. Any necessary changes will be communicated clearly to the student.**

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| *Phonics They Use* Presentation | 100 pts. |
| Survey (2 @ 15 pts. each) | 30 pts. |
| Lesson plans (2 @ 50 pts. Each) | 100 pts. |
| Blackboard Discussions | 220 pts. |
| Author/illustrator study | 80 pts. |
| Book Award Project | 70 pts. |
| Thematic Unit | 50 pts. |
| Portrait of a Child Portfolio | 150 pts. |
| Midterm | 100 pts. |
| Final Exam | 100 pts. |
| **Total Possible:** | **1000 pts.** |

**University Grading System:**

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (**A-F**) by the date specified in the official University calendar of the next regular term.

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| A 900-1000  B 800-899  C 700-799  D 600-699  F below 600 | CR – for Credit  NCR – No Credit  I-Incomplete  W- Withdrawal  WP- Withdrawal Passing | WF- Withdrawal Failing  X – No grade given  IP- In Progress |

**ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

**Plagiarism**

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, ***the source of that information must be acknowledged through complete, accurate, and specific references*,** and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. “*A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag)

1. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

**If you are caught plagiarizing, you will receive a zero for that assignment.**

Tentative Course Schedule:

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| Week: | Reading: | Assignment Due | Points: |
| Week 1  Feb. 26th | Chapter 1 Becoming an Effective Teacher of Reading | Discussion Board X 2  Survey | 40  15 |
| Week 2  March 4th | Chapter 2 Examining Children’s Literacy Development | Discussion Board | 20 |
| Week 3  March 11th | Chapter 3 Assessing Children’s Literacy Development | Discussion Board | 20 |
| Week 4  March 25th | Chapter 4 Cracking the Alphabetic Code  Phonics They Use-pages 1-5, 11-14, 29, 32-52 | Discussion Board | 20 |
| Week 5  April 1st | Chapter 5 Learning to Spell  Chapter 6 Developing Fluent Readers and Writers  Phonics They Use-Chapter 2 | Discussion Board  Lesson Plan | 20  50 |
| Week 6  April 8th | Review Ch. 1-6 | Midterm  Phonics They Use Presentations | 100  100 |
| Week 7  April 15th | Chapter 7 Building Children’s Word Knowledge | Discussion Board  Lesson Plan | 20  50 |
| Week 8  April 22nd | Chapter 8 Facilitating Children’s Comprehension: Reader Factors  Chapter 9 Facilitating Children’s Comprehension: Text Factors | Discussion Board  Author/Illustrator Study | 30  80 |
| Week 9  April 29th | Chapter 10 Scaffolding Children’s Reading Development  Chapter 11 Scaffolding Children’s Writing Development | Discussion Board  Book Award | 20  70 |
| Week 10  May 6th | Chapter 12 Integrating Literacy Into Thematic Units | Discussion Board  Portrait of a Child | 20  150 |
| Week 11  May 13th | Review Chapters 7-12 | Final Exam  Thematic Unit  Survey | 100  50  15 |