

Foundations of Reading

RED 509 – Summer 2015



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Student Consultation

Hours: While I'll be available before and after class regularly, feel free to call, text, email or talk to me in class to set up any additional times needed.

Course Title: Fundamentals of Reading; ESOL Infused

Class Meets: Mondays and Wednesdays 4:00-7:10, CCS 222

Course Description

EDU 309 Foundations of Reading

Examines the foundations of reading instruction from historical, linguistic, social, psychological, cognitive, and curricular perspectives. Theoretical base for reading and language arts methodology courses. Explores the following 6 major components of reading instruction in the context of a balanced approach to reading instruction: oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Course Goals

Academic: Understand the nature of the reading and writing process and how emergent literacy develops; know the 6 major components of reading instruction and instructional strategies for each; understand the varying needs of dual language learners in the early literacy classroom and strategies for supporting English language development; apply assessment strategies for supporting emergent literacy in young children; apply assessment data to plan for instruction; understand strategies for building strong home/school connections; develop strategies for technology resources that support literacy development; Recall specific terms related to language development, phonemic awareness and phonics instruction.

Professional: Apply knowledge of appropriate dress in school settings; prepare professional finishing touches on final products due to your instructor; engage professionally in class, which includes appropriate use of technology, quality social interactions in class, submitting assignments in a timely manner; submitting assignments in the format specified by your instructor; supporting the learning of your classmates, taking initiative for your own learning and working to developing areas of weakness to support your personal growth professionally and academically; celebrate academic and professional successes of self and classmates.

Required Materials

Texts:

- Fox, B. J. (2013). *Phonics and word study* (11th ed.). Upper Saddle River, NJ: Pearson.
- Cecil, N. L. (2011). *Striking a balance: A comprehensive approach to early literacy* (4th ed.) Scottsdale, AZ: Holcomb Hathaway Publishers.
- Additional articles and texts will also be assigned throughout the course.

Course Resource Binder (3 in.):

As a part of your final exam, you will be submitting a learning resource portfolio on the last day of class. Throughout the semester, you will need to keep track of any handouts, articles, and in-class assignments completed, to include in your final portfolio. Keeping a course resource binder will help you prepare for this final assignment. This binder will go with you for each additional course following this one, in Reading and/or Language Arts.

Technology:

Required Computer Access:

- Blackboard (<http://blackboard.rollins.edu>)
- Username: Your Rollins email name. (Ex. agriner)
- Password: Your R Card # (Be sure to use R zero, zero; not o)
- **Rollins email** is the official means of communication at the institution. Students should routinely check their e-mail account so as not to miss important information from the college and your instructor.
- **Blackboard** will be used for grading and accessing some course materials throughout the semester.

Summary of Course Requirements

Credit Hour Statement: This course is a four-credit hour course that meets 7.5 hours per week for six weeks. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average about 2.75 hours of outside work for every hour of scheduled class time, or about 10.6 hours a week. In this course, the additional outside-of-class expectations involve: additional readings on research-based reading practices for emergent readers, a case study involving an emergent reader, online study modules, the Fox Word Study text, experiential learning projects and some small group, collaborative learning projects.

Course Requirements: Grading is based upon the following criteria:

1. Attendance/ Participation/Professionalism

It is expected that you will attend all class meetings, with the exception of extenuating circumstances, illness, or specific requests discussed ahead of time with your instructor. In addition to the assignments listed below, there will also assignments completed during class sessions that will count as an additional grade. If you miss a class, you will need to make up any of those missed assignments. Communicating with your instructor or a classmate will be helpful to keep you on track. Each student will begin the semester with 100 pts. Each absence, after the first, will be worth 3 pts. Up to 2 pts. each week for

participation and professionalism will also be considered.
100 pts.

2. **Reading Responses**

The reading responses will help you make connections as you read the assigned readings and participate in the classroom activities. You should connect your comments to the course readings and be willing to share your insights during classroom discussions. Options for completing the reading response assignments will be discussed in class.
10 Responses X 10 pts. = 100 pts.

3. **ESOL Article Assignments**

It is important that we are reading and discussing current, peer-reviewed literature as a way to become familiar with the research that supports how we teach. Some of the best journals are *The Reading Teacher*, *Reading Research Quarterly*, *Language Arts*, *Elementary School Journal*, *Journal of Reading Behavior*, *Journal of Educational Psychology*, *Contemporary Issues in Reading*, and *Early Years*. Many state reading associations also have a journal, including the Florida Reading Association, California Reading Association and the Illinois Reading Association, etc.

For this assignment, you will review and respond to five articles related to the following topics: English Language Learners and Emergent literacy; Reading and Writing in the Early Literacy Classroom or Reading and Writing in the Content Areas; Culturally Responsive Teaching and Literacy Development; Building Home/School Connections for Literacy Development; Free Choice topic related to your grade level, content area, or a specific topic of interest you've wanted to explore further related to the objectives of this course.

Please Note: You will select your own articles on any of the topics listed above and submit a review that includes: a copy of the first page of the article along with a one-page summary. The summary should include: A) title and author, B) Journal information including date of publication, C) State the research question, D) Briefly state findings, and, E) Write any quotes from the article that were memorable. Be prepared to discuss these articles in class with your peers. See course schedule for due dates and suggested article topics. **5 Articles X 10 pts. = 50 pts.**

4. **Literacy Autobiography**

How did you learn how to read and write? A) *Reflect* on this question and consider and/or talk with people that influenced your literacy development. B) *Describe* memories of the literacy environments that permeated your home and school experiences while growing up. C) *Summarize* the memories of people, processes, materials, methods, and environments that supported or hindered your literacy development. D) *Conclude* this essay with a paragraph describing your current literacy behaviors (what you read/write, how often you read/write, where you read/write, etc.), as an adult. 1-3 typed double-spaced pages. **25 pts.**

5. **SIM Alphabet Study**

Part I: Participation

In an effort to help you understand the complexities of learning how to read, you will once again face this dilemma, even though you are now an adult. This simulation (SIM) will put you through the developing reading process (just like first graders across the country experience). You will receive points from a variety of mini-assignments during the simulation such as: memorizing the alphabet, reading fluently, writing neatly, worksheets, timed ability test, comprehension questions, and oral reading. During the SIM, you should write down some of your insights, feelings, and observations to be used in this assignment that will help you with Part II: SIM Reflection

Part II: SIM Reflection

Write an essay describing the SIM experience. This essay should be divided into three sections: 1) description of SIM, 2) reflection of your SIM experience, and 3) your emerging philosophy of teaching reading. 3-5 typed double-spaced pages. **100 pts.**

6. Group Presentation for Reading Components

Groups will provide a mini lesson on a key strategy from the Cecil text for teaching an assigned reading component from one of the following: Oral Language, Phonemic Awareness, Phonics, Vocabulary, Fluency, or Comprehension.

50 pts.

7. Reading Component Applied Practice

Individuals will work with a student in grades K-2 to apply one of the text-based strategies for each of the 6 reading components and write a reflection.

8. Kindergarten Case Study

You will be visiting a school site to work with a Kindergartner on-on-one to observe and assess their emergent literacy skills in oral reading and fluency, concept of print and cueing systems, sight vocabulary, listening and comprehension skills, and writing. Then, prepare an activity to support the kindergarten student's emergent literacy stage. A rubric will be provided when this assignments is to be completed. **100 pts.**

- 9. Completion of Fox's *Phonics and Word Study* text 100 pts.** To earn full credit, you must complete each page of the text and show a minimum of 20 points growth between the pre and post test scores.

10. Final Exam

Part A will consist of short answer, essay, and multiple choice questions related to course texts and activities. (100 pts.) A study guide will be provided.

Part B will be your learning portfolio. (100 pts.) The learning portfolio should be put together in a 3-5inch binder. See Blackboard for specific directions and rubric for the portfolio **200 pts.**

Objectives: Upon completion of this course, students will be able to:

Indicators and brief activity descriptions are listed below. More details about the activity and information about the assessment instrument can be found in the Blackboard link for this course under objectives.

READING

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The total inventory of Performance Indicators (A-G) satisfies Competency 1.

Performance Indicator A: Comprehension

- 1.A.1 Understand that building oral and written language facilitates comprehension.
- 1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
- 1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
- 1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
- 1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
- 1.A.7 Understand the reading demands posed by domain specific texts.
- 1.A.8 Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
- 1.A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.
- 1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

Performance Indicator B: Oral Language

- 1.B.1 Understand how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
- 1.B.2 Understand the differences between social and academic language.
- 1.B.3 Understand that writing enhances the development of oral language.
- 1.B.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction.
- 1.B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English.
- 1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

Performance Indicator C: Phonological Awareness

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
- 1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
- 1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
- 1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.
- 1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: Phonics

- 1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
- 1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
- 1.D.3 Understand structural analysis of words.
- 1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
- 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: Fluency

- 1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
- 1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
- 1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
- 1.E.4 Understand that both oral language and writing enhance fluency instruction.
- 1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

- 1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
- 1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
- 1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
- 1.F.4 Understand the domain specific vocabulary demands of academic language.
- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.
- 1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Performance Indicator G: Integration of the reading components

- 1.G.1 Identify language characteristics related to social and academic language.
- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
- 1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
- 1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- 1.G.5 Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.
- 1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

ESOL

- Identify the political, economic, and religious influences that have determined and influenced instructional approaches to reading, including ESOL instruction. (ESOL Standard 3 & 7) (SMC 6.4)

- Describe the factors, methods, and environments that influence personal literacy development. (ESOL 8)
- Explain theoretical frameworks and federal and state mandates influencing reading instruction. (ESOL 1)
- Identify the four stages of cultural adjustments and describe strategies teachers should use to help ESOL children. (ESOL 4 & 8)
- Describe various strategies teachers should use to involve families in the education of their children. (ESOL 18)
- Identify conditions necessary for language acquisition learners. (ESOL 9)
- Analyze student language and determine appropriate instructional strategies using knowledge of phonology, syntax, and lexicon principles and identify the impact of each on ESOL students. (ESOL 10)
- Demonstrate the ability to translate theoretical understandings regarding language acquisition into an informed and defensible philosophy of reading instruction. (ESOL 13, 15, 23)
- Demonstrate understanding of interference in language development and provide examples of cognates and false cognates. (ESOL 5)

Course Schedule

Date	Topics and Activities	Due
Monday, May 18	Introductions; Syllabus; Textbooks; Phonics and Word Study Pretest	
Wednesday May 20	SIM Part I; The Reading Process; History of Early Literacy; A Balanced Literacy Classroom	Reading Response Cecil Chapters 1-3
Monday, May 25	No Class Meeting Memorial Day	
Wednesday, May 27	SIM Part II; General Knowledge and Concepts; Emergent Literacy	Reading Response Cecil Chapters 4-6; Literacy Autobiography; SIM homework
Monday, June 1	Phonemic Awareness and Phonics	SIM Reflection; Reading Response Cecil Chapters 7-9
Wednesday, June 3	Vocabulary and Fluency	Fox Parts I & II; Group Presentation Oral Language
Monday, June 8	Comprehension; Writing-Reading Connections	Reading Response Cecil Chapters 10-12; Group Presentation Phonemic Awareness & Phonics
Wednesday, June 10	Assessment of Early Literacy Development; Discuss Case Study Assignment	Fox Parts 3 & 4; Group Presentation Vocabulary
Monday, June 15	Time with Kindergarten Students for Case Study Assignment	Reading Response Chapters 13-15; ESOL Article Assignment; Group

		Presentation Fluency
Wednesday, June 17	Home/School/Community Connections; Communicating with Parents (Reviewing the case study report)	Fox Parts 5 & 6; Group Presentation Comprehension
Monday, June 22	The Early Literacy Classroom: Putting it all together; Final Exam Review and Portfolio Prep	Case Study Report; Reflections on Applied Practice for Reading Components
Wednesday, June 24	Fox Post Test & Final Exam	Fox Parts 7 & 8; Portfolio