FACULTY MEMBER: **TERM:**

Course Number: MEE 7632

Course Title: Language and Literacy

OFFICE HOURS/METHOD OF CONTACT:
Email:
Phone:

Course Description: The relationship of the acquisition of language to developing literacy (reading and writing) is studied in this course. Social and cultural language differences, language acquisition, assessment of language, and metacognition are emphasized. The relationship of early literacy experiences to stages of development of receptive and expressive language is linked to instructional implications. After gaining an understanding of the connection between early oral language development and literacy skills, students will be introduced to the five core components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strategies for instruction, assessment, intervention, and family-support will be discussed. The connection between reading and writing will also be addressed. Additionally, the acquisition of language for English language learners will be addressed and methods for

•   Identify elements of language acquisition of second and additional languages.

Learning Topic 3 - Phonemic Awareness and Alphabetic Principle
Learning Activities/Performance Tasks:
        1. Develop strategies for supporting phonemic awareness in the classroom
        2. DIBELS – First Sound Fluency assessment review
        3. Identify strategies for instruction, intervention, and at-home support of
phonemic awareness skills

Learning Topic 4 - Phonics, Work Attack Skills and Stages of Spelling
Learning Activities/ Performance Tasks:
        1. Debate the use of nonsense words for phonetic instruction
        2. Analyze a spelling inventory assessment
        3. Identify strategies for instruction, intervention, and at-home support of phonics
skills

Learning Topic 5 - Vocabulary and Comprehension (2 Weeks)
Learning Activities/ Performance Tasks:
        1. Locate and share graphic organizers that support vocabulary development
        2. Identify key elements of a "close reading" lesson
        3. Compare and contrast strategies for teaching literature and informational texts
        4. Identify strategies for instruction, intervention, and at-home support of
comprehension and vocabulary skills

Learning Topic 6 - Reading Fluency, Text Complexity and Matching Readers with Appropriate Texts
Learning Activities/ Performance Tasks:
        1. Identify appropriate strategies for fluency development in the classroom
        2. List various methods of leveling texts
        3. Provide rationale for matching certain texts to students based on mock
assessment data
        4. Identify strategies for instruction, intervention, and at-home support of fluency
development

Learning Topic 7 - Writing and Reading Connections
Learning Activities/ Performance Tasks:
        1. Identify the stages of writing development and the writing process
        2. Discuss the connection between reading and writing instruction

Resources:

Allington, R. L., McCuiston, K., & Billen, M. (2015). What Research Says about Text Complexity and Learning to Read. *Reading Teacher*, *68*(7), 491-501.

Assignment	Points Possible	Points Earned
Class Introductions	25	
Week 1 Discussion Board (Oral Language Video Analysis)	25	
Week 1 Speaking & Listening Strategies Blog	25	
Week 1 Second Language Acquisition quiz	10	
Week 1 Literacy-Rich Environment Analysis	25	
Week 2 Discussion Board (Phonemic Awareness Strategies)	25	
Week 2 DIBELS First Sound Fluency & Phoneme Segmentation Assessment Review	30	
██████████████████████████████	70	
Week 3 Discussion Board (Nonsense Word Nonsense?)	25	
Week 3 Spelling Inventory Assessment Analysis	30	

plagiarism occurs, the instructor can issue the student a "0" for the assignment, and refer the student to the University for Further Disciplinary Action.

Structured External Assignment: Integrating all of the topics covered in this course, students will create a portfolio to demonstrate their understanding of and ability to provide exemplary instruction in what the National Reading Panel has called the "Essential Five" areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension. The portfolio should be broken into five sections (as identified above). Each section should contain a one-page summary of the key area of reading instruction, a lesson plan exemplifying best practices in the area, an assessment tool targeted to the area, two intervention strategies that could be utilized with struggling readers or ELL's, and a suggestion to help families support the area of development at home. The portfolio components will be written and developed over the span of the course, and combined into the finalized portfolio document in the final week of the course. The "Reading Component Portfolio Rubric" will be used to assess each of the five individual sections. The "Final Combined Portfolio Rubric" will be used to assess the final combined document submitted in the final week of the course.

SEA Reading Component Rubric

EVALUATION CRITERIA	0 Unsatisfactory	8 Points Satisfactory	9 Points Accomplished	10 Points Exemplary	SCORE
Organization	Portfolio is poorly organized and does not include a Table of Contents.	Portfolio is organized into the necessary sections but may be less easy to read and understand. Table of Contents is missing.	Portfolio is comprehensive, presented in an organized manner. Table of Contents is included.	Portfolio is comprehensive, presented in a highly organized manner that makes it easy and enjoyable to read and understand. Table of Contents is included and is flawless.	
Introductory Statement	Introductory statement is missing or does not meet the desired course outcomes.	Introductory statement describes quality reading instruction. The five components of effective instruction are discussed.	Introductory statement describes quality reading instruction. The five components of effective instruction are discussed, including how they support one another. Understanding meets expectations for this level student.	Introductory statement flawlessly describes quality reading instruction. The five components of effective instruction are discussed, including how they support one another. Understanding exceeds expectations for this level student.	
All Components Included	Components are missing.			All reading component sections are included and combined in a well-organized fashion.	
Closing Reflection	Reflection is not included.	Closing reflection demonstrates the ability to think critically. Reflection describes the students' understanding of how his/her knowledge and skills have developed as a result of the portfolio project.	Closing reflection demonstrates the ability to think critically. Reflection describes the students' understanding of how his/her 806 269. knowledge and skills have		

Resources:

Allington, R. L., McCuiston, K., & Billen, M. (2015). What Research Says about Text Complexity and Learning to Read. *Reading Teacher*, *68*(7), 491-501.

Bear, D.R., Invernizzi, M.A., Templeton, S., & Johnson, F.A. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Pearson.

Duke, N.K., & Pearson, P.D. (2008/2009). Effective practices for developing reading comprehension. *Journal of Education, 189*(1-2), 107-122.

Gehsmann, K.M. & Templeton, S. (2011/2012). Stages and standards in literacy: Teaching developmentally in the age of accountability. *Journal of Education, 192*(1), 5-16.

International Reading Association. (2007). Teaching reading well. Newark, DE: Pimentel, S.

International Reading Association Common Core State Standards (CCSS) Committee. (2012). *Literacy implementation guidance for the ELA Common Core State Standards* [White paper]. Retrieved from http://www.reading.org/Libraries/association-documents/ira_ccss_guidelines.pdf

Kaminski, R.A. & Good, R.H. (2015). *What are DIBELS?*. Retrieved from https://dibels.org/dibels.html

Konza, D. (2014). Teaching Reading: Why the "Fab Five" Should Be the "Big Six". *Australian Journal Of Teacher Education*, *39*(12), 18.

Manyak, P. C., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O'Farrell, J., Irvine-McDermott, E., & ... Blachowicz, C. Z. (2014). Four Practical Principles for Enhancing Vocabulary Instruction. *Reading Teacher*, *68*(1), 13-23.