

**University of Rhode Island  
School of Education  
EDC 424  
Teaching Literacy in the Elementary School**

Section 02  
Spring, 2014  
Tues/Thurs. 11:00-12:15  
Class: Chafee 219



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**Prerequisites:**

Elementary Education Majors: EDC 312/512 AND EDC423

Early Childhood Majors: EDC312, HDF302 OR EDC423

Non-Majors: Graduate standing or permission of instructor

**Course Description**

This course is a major professional course that prepares you to teach literacy in grades K-2. Through class discussions, activities, observations, and assignments, you will examine effective methods for teaching the many facets of literacy, including phonics, phonemic awareness, fluency comprehension, and vocabulary to diverse students.

Course readings, activities, and assignments are designed to help you gain knowledge of literacy content and instructional practices. As such, they help you demonstrate the cumulative achievement of RI and national standards concerning your knowledge of, and ability to teach, reading and language arts as follows:

*Rhode Island Professional Teacher Standards (RIPTS)*

- 1 (learning experiences), 2 (content knowledge), 3 (developmentally appropriate instruction), 4 (diversity), 8 (effective communication), 9 (assessment), 10 (reflective practice), 11 (professional standards)

*Standards for Reading Professionals* (International Reading Association, 2010), Elementary Classroom Teacher role

- 1 (foundational knowledge), 2 (instructional strategies and materials), 3 (assessment), 4 (diversity), 5 (literate environment), 6 (professional learning and leadership)

*School of Education Graduate Themes* (for MA/TCP students)

- 1 (content knowledge), 3 (diverse learners), 6 (professional practice)

## Course Goals

- To build an understanding of literacy development as a cognitive, linguistic, and social process, and as the interrelationship of reading, writing, speaking, and listening (RIPTS 2, 4; IRA 1, 4; SOE 1, 3)
- To begin learning about the English language as a linguistic and alphabetic system (RIPTS 2, 4; IRA 1, 4; SOE 1, 3)
- To begin learning instructional strategies for teaching children about language and print (RIPTS 1, 4, 5; IRA 2, 4; SOE 1, 3, 6)
- To begin learning ways to assess students' understanding and use of literacy and provide instruction related to what they need to learn (RIPTS 9; IRA 3; SOE 6)
- To begin to develop teaching, assessment, and organizational plans for literacy lessons (RIPTS 1, 3, 4, 8, 9; IRA 2, 3, 4, 5; SOE 1, 3, 6)
- To promote recognition and application of principles of effective literacy teaching in elementary classrooms (RIPTS 1, 2, 3, 4, 8, 9, 10; IRA 1, 2, 3, 4, 5; SOE 1, 3, 6)
- To foster collaboration in a community of learners, professionalism and ethical standards in literacy teaching and learning, and awareness of professional resources and organizations that support and inspire reading teachers (RIPTS 10, 11; IRA 6; SOE 6)
- To build an understanding of Rhode Island Department of Education guidelines surrounding literacy teaching and learning and the Common Core Standards (RIPTS 11; IRA 6; SOE 6)

## Required Texts:

- Biggam, S. & Itterly, K. (2009). *Literacy Profiles: A Framework to Guide Assessment, Instructional Strategies and Intervention, K-4*. Boston, Ma: Allyn & Bacon.
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words Their Way: Word study for phonics, vocabulary, and spelling instruction (5th Ed.)*. Upper Saddle River, NJ: Merrill.
- Beck, I. (2006). *Making Sense of Phonics: The Hows and Whys*. New York, NY: Guilford.

**Course Website:** <http://edc424uri.wikispaces.com/>

## Additional Course Readings:

- Beck, I., & McKeown, M. (2001). Text talk: Capturing the benefits of read-aloud experiences for young children. *The Reading Teacher*, 55, 10-20.
- Flood, J., Lapp, D., Flood, S., & Nagel, G. (1992). Am I allowed to group? Using flexible grouping patterns for effective instruction. *The Reading Teacher*, 45(8), 608-616.
- Ford, M., & Opitz, M. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *The Reading Teacher*, 55(8), pp. 710-717.
- Rhode Island Reading Panel (2004). *Rhode Island PreK-12 Literacy Policy*. RI: Rhode Island Department of Education. <http://www.ride.ri.gov/instruction/readingpolicy.aspx>
- Yopp, H. K. & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54, 130-144.
- Zucker, T.A., & Invernizzi, M. (2008, May). My eSorts and digital extensions of word study. *The Reading Teacher*, 61(8), 654-658.

## Course Requirements and Grading

This course is an opportunity for you, as a prospective teacher, to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities. Points will be deducted for missed classes (10 points), tardiness (5 points), and late assignments (points equivalent to one letter grade per assignment). You may request a make-up assignment for one missed class period. In order to earn the maximum number of points for each activity listed below, please arrive at all class sessions on time and complete all assignments in a timely manner.

Academic honesty and integrity are expected of all students. Any work that you submit must be your own work. Any ideas, information, approaches, or formats that you use based on the work of others must be acknowledged by citing the appropriate sources. Citations must follow the format of the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> Edition. (Quick reference sheets can usually be found on the web.)

All course assignments (listed below) are designed to help you meet the *Rhode Island Professional Teacher Standards*, and the Elementary Classroom Teacher role of the *IRA Standards for Reading Professionals* (2010). Each assignment is worth a number of points. The points earned for each assignment divided by the total number of possible points will yield a percentage. Grades will be assigned to percentages as follows:

94-100% = A	90-93% = A-	87-89% = B+
84-86% = B	80-83% = B-	77-79% = C+

Course evaluation is based on the following:

1. Participation: Your dispositions toward learning demonstrated through your prompt attendance at all class periods, active participation in all class activities, demonstrated understanding of course readings and discussions through class assignments, and professional interactions with colleagues and instructors (RIPTS 2.1, 2.2, 3.1, 3.2, 3.3, 10.1, 10.2, 10.3, 10.4, 11.1, 11.4 – *Introduction*; IRA 6.2; SOE 5) **50 points**
2. Quizzes (4): Comprehensive understanding of key concepts related to the teaching of reading demonstrated through your satisfactory performance on class assessments (RIPTS 2.2, 2.3, 2.5, 2.6, 2.7, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 7.4, 8.4, 9.1, 9.2, 9.5 – *Development*; IRA 1 and 2; SOE 1) **24-45 points each = 188 points**
3. Reading Guides/Activities (3): Your understanding of key concepts covered in the readings demonstrated through your completion of an advanced organizer or small group activity. (RIPTS 2.2, 2.3, 2.5, 2.6, 2.7, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 7.4, 8.4, 9.1, 9.2, 9.5 – *Development*; IRA 1 and 2; SOE 1) **10 points each X 3 = 30 points**

4. Literacy Photo Journal: Your observations and explanations of first-grade literacy instruction demonstrated through you photographing and annotating a first-grade classroom (the Photo Journal and Literacy Center tasks jointly apply to RIPTS 1.2; 2.2, 2.3; 3.1, 3.2, 3.3; 4.1, 4.4; 5.5; 6.1, 6.3, 6.6, 6.7; 7.1; 9.1 – Introduction and Development; IRA 2, 3, 5; SOE Themes 3 & 6) **62 points**
5. Text-Based Discussion Activity: Your understanding of a text-based discussion demonstrated by you creating a literacy lesson plan. (RIPTS 2.2, 2.3, 2.5, 2.6, 2.7, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 8.3, 8.4, 9.1, 9.2, 9.5 - *Development*; IRA 2.1, 2.2; 4.2; SOE 1, 6) **60 points**
6. Word Study Demonstration: Your understanding of developmentally appropriate word study instruction demonstrated by you describing and demonstrating one word study activity related to the stage of reading development in your lesson plan (RIPTS 2.2, 2.3, 3.2, 3.3 - *Introduction and Development*; IRA 2.2; SOE 1, 6) **25 points**
7. Literacy Center: Your ability to design appropriate instructional opportunities demonstrated by you working with colleagues to design and engage your colleagues in a literacy center for first-grade students (the Photo Journal and Literacy Center tasks jointly apply to RIPTS 1.2; 2.2, 2.3; 3.1, 3.2, 3.3; 4.1, 4.4; 5.5; 6.1, 6.3, 6.6, 6.7; 7.1; 9.1 – Introduction and Development; IRA 2, 3, 5; SOE Themes 3 & 6) **20 points**
8. Final Exam: Comprehensive understanding of key concepts related to the teaching of reading demonstrated through your satisfactory performance on a cumulative final exam. *Required if you have not achieved a final average of 85 or higher during the semester* (RIPTS 2.2, 2.3, 2.5, 2.6, 2.7, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 7.4, 8.4, 9.1, 9.2, 9.5 – Development; IRA 1; SOE 1) **100 points**

#### Calculate Your Own Average:

$$\frac{\text{Part.}}{\text{Part.}} + \frac{\text{Q1}}{\text{Q1}} + \frac{\text{Q2A}}{\text{Q2A}} + \frac{\text{Q2B}}{\text{Q2B}} + \frac{\text{Q3}}{\text{Q3}} + \frac{\text{Q4}}{\text{Q4}} + \frac{\text{RG1}}{\text{RG1}} + \frac{\text{RG2}}{\text{RG2}} + \frac{\text{RG3}}{\text{RG3}} +$$

$$\frac{\text{Photo Jrnl}}{\text{Photo Jrnl}} + \frac{\text{Text-Disc}}{\text{Text-Disc}} + \frac{\text{Word Study}}{\text{Word Study}} + \frac{\text{Lit Center}}{\text{Lit Center}} = \frac{\text{TOTAL}}{\text{TOTAL}} / 435 \text{ TOTAL} = \frac{\text{Average}}{\text{Average}}$$

Please note: If you have a documented disability which may require individual accommodations, please make an appointment with me prior to the third class meeting. We will discuss how to meet your needs to ensure your full participation and fair assessment procedures. You should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 874-2098.

### 424 Section 2 (Tues/Thurs 11:00-12:30 AM) Course Schedule

Date/Topic	Class Activities	Readings Due	Assignments due
January 23 (TH) <b>Course Intro</b>	<u>Activity</u> : Learning about you and the course		
January 28 (T) <b>Oral Language and Reading Development</b>	<u>Activity</u> : Noticing Good Teaching in A Kindergarten Classroom <u>Interactive Lecture</u> : Oral language and Reading development	<b>Tompkins Ch. 1</b> Principles of Teaching Reading <b>Biggam Intro</b>	<b>Typed Reflection</b>
Jan 30 (TH) <b>Core Areas of Reading and RI GLEs</b>	<u>Interactive Lecture</u> : Core areas of reading; RI Reading Policy; Common Core State Standards <u>Activity</u> : Mapping Standards	1. <i>RI PreK-12 Literacy Policy</i> 2. <i>Common Core State Standards</i>	<b>Complete Part A of Reading Guide #1: Connections</b>
February 4 (T) <b>The Sounds of Language: Levels of Phonological Awareness</b>	<u>Interactive Lecture</u> : Introduction to Phonological Awareness (Dechant's Chart) and Review of Typical Spelling Patterns <u>Activity</u> : Sorting Levels of PA	<b>Beck</b> (Intro. p.13-18) with keyword handout <b>Biggam Ch. 1</b> : Oral Lang Development <b>Yopp &amp; Yopp (2000)</b> : <i>PA Development</i>	<b>Complete Part B of Reading Guide #1: Keywords for Beck Chapter</b>
February 6 (TH) <b>Phonemic Awareness Assessment and Instruction</b>	<u>Interactive Lecture</u> : Activities for phonemic awareness assessment <u>Activity</u> : PA Activity Chart	1. <b>Words Their Way (WTW) Ch. 1</b> (Intro) 2. <b>WTW, Ch. 4</b> (Emergent Stage)	<b>Reading Guide #1 Due: Early Literacy</b> (Complete Part C and hand in)
February 11 (T) <b>Emergent Literacy and Concepts of Print</b>	<u>Interactive Lecture</u> : Emergent Literacy; Concepts about print <u>Activity</u> : CAP assessment <u>Directions</u> : Word study demonstration (draft due 2/25)	<b>Biggam, Ch. 2</b>	
February 13 (TH) <b>Word Study</b>	<b>QUIZ #1: Early Literacy</b> <u>Interactive Lecture</u> : Introduction to Word Study Routines	<b>Study for Quiz #1</b> (use Reading Guide to help)	
February 18 (T) <b>Teaching Phonics I</b>	<u>Interactive Lecture</u> : Letter Sound Relations and Short Vowels <u>Activity</u> : Explicit Instruction of Early Phonics Skills	<b>Beck</b> (Prologue & p. 19-42) <b>WTW Ch. 3</b> (Word Study)	<b>Cut Out Letter Cards and bring to class</b>
February 20 (TH) <b>Teaching Phonics II: Long Vowels</b>	<u>Interactive Lecture</u> : Teaching phonics in a balanced literacy program <u>Activities</u> : Blends, Successive Blending, Decodable Texts	<b>Beck</b> (p. 43-63) <b>Biggam, Ch. 3</b> (Decoding) <b>WTW, Ch. 5</b> (Letter Name-Alphabet Stage)	Consider activities for Word Study demo

Date/Topic	Class Activities	Readings Due	Assignments due
February 25 (T) <b>Teaching Phonics III: Vowel Digraphs</b>	<u>Interactive Lecture:</u> Teaching phonics continued <u>Activity:</u> Changing Hen to Fox; Long Vowel Patterns (Digraphs) and vowel pattern jingles	• <b>WTW, Ch. 6</b> ( <i>Within Words Stage</i> )	Give <b>elementary spelling inventory</b> (p. 319 <i>WTW</i> ) to child or group (**no later than 3/20)
February 27 (TH) <b>Preparing Your Photo Journal</b>	<u>Activity:</u> Syllasearch: Decoding and Vocabulary  <u>Directions and Practice:</u> Preparing Your Photo Journal	• <b>Beck: Syllasearch</b> (pp. 64-75) & App E • Read Photo Journal Assignment – Bring Questions	<b>Word Study Demo Draft Due for Early Feedback</b>
March 4 (T) <b>Reading Storybooks to Build Comprehension</b>	<b>Quiz #2: Phonics</b>  <u>Interactive Lecture:</u> Storytelling, retelling and text talks	• Study for Quiz #2  • Work on Photo Journal	
March 6 (TH) <b>Storybooks and Text-Based Discussions</b>	<u>Interactive Lecture:</u> Building comprehension with text-based discussions (video examples)	• <b>Beck &amp; McKeown</b> Text Talk Article • <b>Biggam Ch. 6:</b> Comp. & Response	<b>Photo Journal Due</b>
<b>MARCH 11 and 13, NO CLASS, SPRING BREAK</b>			
March 18 (T) <b>Choosing &amp; Using Words to Build Vocabulary</b>	<u>Interactive Lecture:</u> Helping students expand vocabulary <u>Activity:</u> Choosing words and creating student-friendly definitions	<b>Reading Guide:</b> • <b>Beck &amp; McKeown</b> (Direct & Rich Vocab Instruction); • <b>Ruby the Copycat Lesson Plan</b>	<b>Reading Guide #2: Vocabulary Due</b>
March 20 (TH) <b>Stages of Spelling Development</b>	<u>Interactive Lecture:</u> Spelling Development and instruction <u>Activity:</u> Word sorting and Determining stages of spelling development	<b>WTW, Ch. 2</b> ( <i>Spelling Assess</i> ).	
March 25 (T) <b>Spelling Assessment &amp; Instructional Grouping</b>	<u>Interactive Lecture:</u> Spelling assessment and grouping  <u>Activity:</u> Spelling inventories and classroom profiles	<b>Biggam Ch 9: Spelling</b>  <i>Bring 3 copies completed spelling inventory to class (FIRST name only)</i>	<b>Text-Based Discussion Due</b>  <b>Spelling Inventory Due</b>
March 27 (TH) <b>Word Study and Within Word Patterns</b>	<u>Activities:</u> Making Words, Word Walls, Word Study and Sight Words Review Word Study Demonstrations Assignment	<b>Biggam, Ch. 5: Fluency and Accuracy</b>	<b>Reading Guide #3 Due: Word recognition</b>
Date/Topic	Class Activities	Readings Due	Assignments due

April 1 (T) <b>Word Study Demonstrations</b>	<i>Activities: Conduct word study demonstrations in small groups</i>		<b>Word Study Demonstrations Due</b>
April 3 (TH) <b>Leveling Books</b>	<b>QUIZ #3: Comprehension and Word Study</b>  <i>Interactive Lecture: Lexiles and Leveled Reading Systems</i>	Study for Quiz	
April 8 (T) <b>Leveling Books</b>	<i>Activity: Leveling Books</i>	Leveled Reading Systems Handout	
April 10 (TH) <b>Assessing Oral Reading with Run. Records</b>	<i>Interactive Lecture:</i> Running Records  <i>Activity:</i> Taking a running record	• <b>Running Records Website</b>	
April 15 (T) <b>Running Records (con't)</b>	<i>Activity:</i> Analyzing a running record	• <b>Biggam Ch 4:</b> Reading Strategies	
April 17 (TH) <b>Organizing for Literacy Instruction</b>	<i>Interactive Lecture:</i> Organizing for Literacy Instruction <i>Directions:</i> Literacy Center Assignment	• <b>Ford &amp; Opitz (2002)</b> Guided Reading Centers • <b>Flood &amp; Lapp (1992)</b> Flexible Grouping	
April 22 (T) <b>Literacy Centers</b>	<b>QUIZ #4: Running Records and Leveling Books</b> <i>Activity:</i> Work on Literacy Centers	Study for Quiz #4  Literacy Center Readings TBA	
April 24 (TH) Literacy Centers	Literacy Center Day 1		<b>Literacy Centers Due for GROUP 1</b>
April 29 (T) Literacy Centers	Literacy Center Day 2		<b>Literacy Centers Due for GROUP 2</b>
	<b>FINAL EXAM – DATE TBD</b> Dependent on grade in class > must be 85 or higher to not take.		