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| School of Education and Social Policy  Instructor: Terrie Bridgman, Ed.D.  Email: [Terriebri@aol.com](mailto:Terriebri@aol.com) | Northwestern University |

**Course Description**: Foundations of Reading and Language Acquisition is organized to provide pre-service and in-service teachers with the professional background to provide literacy instruction to diverse learners in K-8 school settings. It moves from knowledge and belief about reading and language to the applications of organizing and managing creative and effective literacy classroom practices. There will be a focus reading on reading in the content areas and how it manifests in classroom instruction and experiences. In the process, students shall examine, evaluate, and reflect upon their beliefs about reading and the belief system of others about reading. We focus upon balanced literacy instruction and multiple methods to meet the literacy needs of students in a variety of learning settings. We utilize metacognitive strategies related to readings, projects, and all interactions. We believe reading and learning are lifelong processes.

**Northwestern University Conceptual Framework**

As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have

A Vision of learning that focuses on:

* 1. understanding student thinking about the subject matter;
  2. reflection and research as a means of learning;
  3. learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns;
  4. authentic experience, where class sessions and assignments are designed to engage students’ interests and to have implication for the student beyond the classroom; and
  5. the use of technology to extend learning opportunities and thinking.

A Vision of Learners that focuses on:

* 1. lifelong learning and development shaped by social contexts; and
  2. student diversity as a resource for the educational community.

A Vision of Teaching that focuses on:

* 1. connection of theory to practice, where the candidates understand that theories suggest questions and

ideas about practice, and practice suggests modifications of theory; and

* 1. professional conduct that is responsible and ethical.

Dispositions (as implied by the NUCF):

1. *Willingness to systematically reflect on one’s own practice. (NUCF 1.2, 3.1)*
2. *Commitment to understanding students’ thinking about the subject matter. (NUCF 1.1)*
3. *Belief in the value of seeing students as individuals. (NUCF 2.2)*
4. *Enthusiasm for learning and teaching through collaboration. (NUCF 1.3)*
5. *Willingness to take the risks associated with engaging students’ interests through real world experiences. (NUCF 1.4)*
6. *Energy for incorporating innovations in teaching, including the use of new technologies. (NUCF 1.5)*
7. *Commitment to conducting one’s self professionally and responsibly. (NUCF 3.2)*

**Illinois Professional Teaching Standards**

***Standard 1 - Teaching Diverse Students –*** The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

***Standard 2 - Content Area and Pedagogical Knowledge*** The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

***Standard 3 - Planning for Differentiated Instruction –*** The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

***Standard 4 - Learning Environment –*** The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

***Standard 5 - Instructional Delivery –*** The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

***Standard 6 - Reading, Writing, and Oral Communication*** The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

***Standard 7 - Assessment –*** The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

***Standard 8 - Collaborative Relationships –***The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

***Standard 9 - Professionalism, Leadership, and Advocacy*** The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

***Core Language Arts Standards***

1. All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
2. All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.
3. All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

***Academic Integrity***

*Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide." All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: http://www.northwestern.edu/uacc/. If you need a copy of the brochure visit the SESP Student Affairs Office.*

***Accommodations for Students with Disabilities***

*In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent web-site which is viewable at: http://www.stuaff.northwestern.edu/ssd/*

**Required Text:**

Vacca, J. L., Vacca, R.T., et al. (2009). *Reading and Learning to Read* (Eighth Edition).

Boston: Allyn and Bacon, Pearson Education, Inc.

Course Packet - Available at: Quartet Copies; 825 Clark Street, Evanston, IL. 60201

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| Additional materials will be distributed throughout the course |  |

**Literature Circle Books**

You will select one of the following in class for the literature circle assignment:

Choldenko, G., (2004). *Al Capone Does My Shirts.* Puffin Books.

Curtis, C.P., (2002). *Bud, Not Buddy.* Bantam Doubleday Dell Books for Young Readers.

Lowry, L., (1989). *Number the Stars.* Yearling Books

**Class Schedule**

| **Class Meetings** | ***Topics*** | **Readings** |
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| Illinois Professional Teaching Standards 2010 | *Standards*:  **Standard 1 –** 1a;1b;1c;1e;1h  **Standard 3 –** 3a; 3b;  **Standard 5 –** 5a; 5b; 5c; |  |
| Sept. 24 | * Introduction * History of reading * Learning theories that inform literacy instruction * Class Conversation: Working with children from different linguistic backgrounds. * Approaches to reading instruction * Basal reading programs * Literature based approach | **Readings**:  Vacca et al.– Chapters *1 & 2*  **Course Packet**:   * The Satisfaction of Teaching by Elliot Eisner * To meet your students where they are , first you have to find them: Working with culturally and linguistically diverse at-risk by K.Pransky & F.Bailey * Three Types of English Language Learners by D. Freeman & Y. Freeman |
| Illinois Professional Teaching Standards 2010 | *Standards* **:**  **Standard 1 –** 1a; 1b; 1c; 1e; 1h; 1j; 1l; 1j  **Standard 2 –** 2e; 2g; 2h  **Standard 3 –** 3a; 3b; 3c; 3d; 3g  **Standard 5 –** 5a; 5b; 5c;5e; 5g**;** 5h; 5i; 5k; 5l; 5m; 5p  **Standard 6 –** 6c  **Standard 8 –** 8d |  |
| Oct. 1 | * Emergent Literacy * Definition * Impact of home environment on literacy acquisition * Language development * Theories of language development * Links between language and literacy * Instructional Techniques for Emergent Readers * Shared Book Reading * Vocabulary Development * Phonological Awareness * Definition of Phonemic Awareness * Components of Phonemic Awareness * Impact on Reading Acquisition * Instructional Techniques | **Readings**:  Vacca et al. – Chapters *3 & 4*  **Course Packet:**   * Enhancing Emergent Literacy in a Preschool Program Through Teacher-Researcher Collaboration by D. Yaden & A. Tam * Fostering Language and Literacy in Classrooms and Homes by D. Dickenson & P.Tabors * Supporting phonemic awareness development in the classroom By H. Yopp & R. Yopp |
| Illinois Professional Teaching Standards 2010 | *Standards:*  **Standard 1 – 1**a; 1b; 1c; 1e; 1h; 1j; 1l; 1j  **Standard 2 –** 2e; 2g; 2h  **Standard 3 –** 3a; 3b; 3c; 3d; 3g  **Standard 5 –** 5a; 5b; 5c;5e; 5g; 5h; 5i; 5k; 5l; 5m; 5p |  |
| Oct. 8 | * Cracking the Code * Concept of Print * Alphabet * Rhyming * Concept of Word * Instructional Practices * Big Books * Language Experience Story | **Readings**:  Vacca et al. – Chapters *5 & 13*  **Course Packet:**   * The Role of Text and Text \_Reader Interactions in Young Children’s Reading Development and Achievement by A.Palincsar& N. Duke * Learning Phonics: Strategies that Support Beginning readers and Writers. by Strickland, D. |
| Illinois Professional Teaching Standards 2010 | *Standards***:**  **Standard 1 –** 1a;1b;1c;1e;1h;1j;1l;1j  **Standard 2 –** 2e;2g;2h  **Standard 3 –** 3a;3c;3d;3g  **Standard 5 –** 5a; 5c;5e;5g;5h;5i;5k;5l;5m;5p  **Standard 7 –** 7g;7j;7k;7q;7r |  |
| Oct. 15 | * Beginning Readers * Stages of Reading Acquisition * Assessment for onset of formal instruction: formal and informal :ISEL * Instructional strategies for beginning readers:   + Selection of text material: independent, instructional , and frustration level * Sight word instruction * Support reading techniques for struggling readers * How oral language impacts reading acquisition: Native language speakers and ELL students * The reading environment | **Readings:**  Vacca et al. – Chapters *7 & 8*    **Course Packet:**   * What Does Oral Language Have to Do With It? Helping Young English- Language Learners Acquire A Sight Vocabulary by L. Helman & M. Burns |

| **Class Meetings** | ***Topics*** | **Readings** |
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| Illinois Professional Teaching Standards 2010 | *Standards* ***:***  **Standard 1 –** 1a;1b;1c;1e;1h;1j;1l;1j  **Standard 2 –** 2e;2g;2h  **Standard 3 –** 3a;3c;3d;3g  **Standard 5 –** 5a; 5c;5e;5g;5h;5i;5k;5l;5m;5p  **Standard 7 –** 7g;7j;7k;7q;7r |  |
| Oct. 22 | * Word Study: phonics/spelling * History of developmental spelling theory * How spelling supports reading * How to assess a child’s spelling level * How to design and implement a spelling program that addresses the various levels of spelling in each classroom in grades kindergarten through middle school * How to asses a child’s spelling progress | **Course Packet:**   * Integrated Word Study: Spelling, Grammar & Meaning. by M. Invernizzi * Questions teachers ask about spelling. by S. Templeton & D. Morris * Bringing Word Study to Intermediate Classrooms. by J. Bloodgood &L. Pacifici * Exploring the Concept of “Spelling Instructional Level” through the analysis of Error Types. by D. Morris, et.al. * How Spelling Supports Reading. C. Moats, |
| Illinois Professional Teaching Standards 2010 | *Standards* **:**  **Standard 1 –** 1a;1b;1c;1e;1h;1j;1l;1j  **Standard 2 –** 2e;2g;2h  **Standard 3 –** 3a;3c;3d;3g  **Standard 5 –** 5a; 5c;5e;5g;5h; 5i;5k;5l;5m;5p |  |
| Oct. 29 | * Comprehension * Definition of comprehension * Characteristics of a good reader * Impact of Schema on Comprehension * Fluency and its Influence on Comprehension * Instructional Strategies * Close Reading * Pre Reading Strategies – Previewing and predicting * During Reading Strategies – checking understanding; integrating new material; continuing to predict/question and monitor comprehension * Directed Reading and Thinking Activity (DRTA) | **Readings:**  Vacca et al. – Chapter *10*  **Course Packet**   * Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet by J. Coiro & E. Dobler * Fluency: Bridge between decoding and reading comprehension by J. Pikulski & D. Chard * Profiles in Comprehension by M.D. * Applegate |
| Illinois Professional Teaching Standards 2010 | *Standards* **:**  **Standard 1 –** 1a;1b;1c;1e;1h;1j;1l;1j  **Standard 2 –** 2e;2g;2h  **Standard 3 –** 3a;3c;3d;3g  **Standard 5 –** 5a; 5c;5e;5g;5h; 5i;5k;5l;5m;5p  **Standard 6 –** 6i**;** 6l |  |
| Nov. 4 | * Instructional Strategies cont. * Story Mapping * Character Analysis * Think - Alouds * Questioning the Author * Summarizing * Question and Answer Relationships(QAR) * Open Ended Questions * Support strategies for students with comprehension issues * Vocabulary Instruction * Definition of vocab. as it pertains to reading * Importance of vocab. instruction in all content areas * Academic vocabulary * Word Knowledge * Deciding which vocab. words should be taught * Instructional Strategies for vocab. instruction * Semantic Map * Tier I-III words * Frayer Model * Concept Model * Vocabulary Rating | **Readings:**  Vacca et al.- Chapter, *9 & 11*  **Course Packet:**   * The Road to Participation: The Evolution of a Literacy Community in an Intermediate Grade Classroom of Linguistically Diverse Learners by Kong & Pearson * Vocabulary: Questions from the classroom by C. Blachowicz, et.al. * Academic Language in Teaching and Learningby M. Schleppegrell * The Effectiveness and Ease of Imlementation of an Academic Vocabulary Intervention for Linguistically Diverse Students in Urban Middle Schools by Lesaux ,et. al. * Engaging the Disengaged: Using Learning Clubs to Motivate Struggling Adolescent Readers and Writers by H. Casey. |
| Illinois Professional Teaching Standards 2010 | *Standards***:**  **Standard 1 –** 1a;1b;1c;1e;1h;1j;1l;1j  **Standard 2 –** 2a;2b;2c;2d;2e;2g;2h  **Standard 3 –** 3a;3c;3d;3g  **Standard 5 –** 5a; 5c;5e;5g;5h;5i;5k;5l;5m;5p  **Standard 6 –** 6a;6b;6c;6f;6g;6i;6j;6k;6l;6n;6o;6q;6s |  |
| Nov. 11 | * Expository Text * Definition * Role of prior knowledge in reading expository text * Working with text structure * Assessment of textbooks in the content area * Instructional Strategies * What you know; what you want to know; what you have Learned (KWL) * Concept Mapping * Semantic Feature Analysis * Survey Question, Read, Recite, Review (SQ3R) * Summarization Strategies * Reciprocal Teaching * Use of Graphic Organizers * Monitoring of student comprehension * Teacher monitoring * Student monitoring | **Readings:**  Vacca et al. – Chapter 14  **Course Packet**:   * Comprehension instruction in content area classes by Neufeld P. * Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches by M. McKeown, I. Beck & G.K. Blake * Supporting English Language Learners in Content Reading by C.Brown * Using What We Know about Language and Literacy Development for ESL Students in the Mainstream Classroom by Watts-Taffe & Truscott |
| Illinois Professional Teaching Standards 2010 | *Standards:*  **Standard 1 –** 1a;1b;1c;1e;1h;1j;1l;1j  **Standard 2 –** 2e;2g;2h  **Standard 3 –** 3a;3c;3d;3g  **Standard 4 –** 4c;4d;4i;4k;4n  **Standard 5 –** 5a; 5c;5e;5g;5h;5i;5k;5l;5m;5p |  |
| Nov. 18 | * Children’s Literature * Definition * The value of using children’s literature in a language arts class * Importance of folk literature in a language arts class * Evaluation of children’s literature * Literature Circle * Design ;implementation and assessment of students’ performance and comprehension   ***Students engage in an in class literature circle*** | **Readings:**  Vacca et al. – Chapter *12*  **Course Packet**:   * Matching books and readers: Selecting literature for English Learners by S. Vardell, et.al. * Guiding principles for teaching multicultural literature by B. Louie |
| Illinois Professional Teaching Standards 2010 | *Standards:*  **Standard 7** – 7a;7b7c;7e7f;7g;71;7j;7l;7m;7q7r |  |
| Nov. 25 | * Assessment * Definition of a school assessment system * Questions to ask about assessment * Principles to guide assessment * Assessment terms * Non Standardized Assessments * Miscue analysis * Retelling * Grade level sample and questioning; assigning student reading levels * Portfolios   ***Students share research papers*** | **Readings:**  Vacca et al. – Chapter *6 & 15*  **Course Packet:**   * Focused anecdotal records Assessment: A tool for standards-based, authentic assessment by P. Boyd-Batstone * Effective Practices for Young Readers by Paris,et.al. * Implications of RTI for the Reader Teacher by T. Shanahan |

**Class Participation (20 points)**

Participation and attendance is mandatory. Please contact me if you are not able to attend a class. Missing class(s) may cause your final grade to be lowered.

You will spend the last 5-10 minutes in each class writing a quick reflection (not more than one page!) of the material that was covered in class or in the materials. Your reflection could contain questions about the material that had been covered in class that evening or the reading that you did for class. You could also write connections between your life experiences and the material that was covered. Also, if you are confused about a topic or material you could write about your issue in your reflection. These are just a few of the many ideas that you could write about.

**Due: Weekly 20 points**

**Research Paper (30 points)**

I believe that students need to question and wonder about literacy ideas and theories that may not have been explored in depth either during class or in the assigned readings. Therefore, I want you to choose a topic in literacy that you have a “wondering” about. Next, you need to read information in journals and books about this topic. Finally, write a paper that states you’re “wondering” and then proceed to discuss your findings, reflections, and any new questions that you may have.

Your paper should be approximately ten pages in length. Please use APA style to write your references in the body of your paper and in your bibliography. Your work should contain at least **six** references. Of these six references you may only use **one** citation from our class readings Please put page numbers on your paper.

To help you get started I have compiled a list of literacy topics and individuals who have done research on these topics Please write and submit to me by **Oct.15th** the topic that you have chosen to research. Please contact me if you are having trouble zeroing in on a topic or a question.

**Paper Due – Nov.25**

**Ideas for Research Paper**

***Vocabulary*** –Blacohwicz, C.: Beck I.; Nagy P.

***Linguistic and Cultural Differences*** - Goldenberg C. ; Au, K.H. ; Garcia, G.E.

***Phonics*** – Beck, I.; Strickland, D.; Cunningham P. ;Juel, C.; Ehri, L.

***Intervention Programs*** –Morris, D.; Pressley, M.; Invernizzi, M.

**Comprehension Instruction** – Duke, N. ; Pearson,D.; Block, C.; Harvey ,S.; Pressly, M.; Snow,C.

**Questioning**  – Raphael, T. ;Beck,I.

**Emerging Literacy**- Teal, W.; Sulzby, E.; Clay,M.

**Phonemic Awareness** – Yopp, H. K.; Juel C.; Goswami,G

**Spelling** –Morris D.; Templeton, S.; Ganske K.; Bear D.; Henderson,E

**Evaluation** - Paris, S.; Pearson, D.; Afflerbach, P.

**Teaching Assignment I (20 points)**

This assignment involves working with a child who is learning how to read. You will need to spend time either in a kindergarten or a first grade class. To complete this task you will need to make at least two class visits. Please let me know as soon as possible if you need help finding a classroom and a child to work with.

Ask the classroom teacher what time of the day you would able to see the following type of literacy instruction: literacy instruction for the whole class; group instruction that the child you are working with is a member of; or instruction with the individual student who you will be working with. Ask for the teacher’s permission to interact with the child you will be focusing on as they engage in their personal classroom literacy tasks. This interaction will help you make an informal literacy assessment of the child you will be working with. Our class discussions and readings will guide this informal assessment.

Based on your observations and evaluations you will plan, design and implement an LEA lesson with your student. In your lesson design you will focus on the instructional points from the LEA overview that will be handed out in class. These points must include opportunities for your student to demonstrate whether she has concept of word and her degree of phonemic awareness. Please inform the teacher about your plan for working with your student.

Your write - up should include the following information:

1. Child’s name (code name) and chronological age
2. A brief description of your observation of the child during your first classroom visit.
3. Your plan for implementing the lesson and your objectives
4. A list of the material(s) that you used during the lesson.
5. A detailed description of the lesson.
6. Evaluation –How did the lesson go? You should use examples of what occurred during your lesson to corroborate your evaluation. Don’t forget to include your thoughts about whether the child has concept of word.
7. \*Reflection – What did you learn? How would you change your plan if you implemented the
8. same lesson? What would you tell the teacher about his student that you observed during your lesson?

**Assignment due: October 29**

**Teaching Assignment II (20 points)**

This lesson will entail conducting a DRTA with a fictitious piece of text. Arrange a date early in the semester with a teacher to implement this lesson. You may ask the teacher for his or her assistance in selecting material to use with the student. I can help you find material if the teacher can’t help you with this task. This lesson should take approximately 20-30 minutes.

Your write up should include the following information:

1. Child’s name (code name) and chronological age
2. Your plan for implementing the lesson and your objectives
3. List the material(s) that you used during the lesson
4. Detailed description of the lesson
5. Evaluation –How did the lesson go? You should use examples of what occurred during your lesson to corroborate your evaluation. Did you feel that the child’s understanding or lack of understanding of difficult or unusual vocabulary affected their understanding of the material? Why did you come to this conclusion?
6. Reflection – What did you learn? How would you change your plan if you implemented this same lesson? What would you tell your student’s teacher about her comprehension?

**Assignment due: November 11**

**Literature Circle (10 points)**

You will participate in a literature circle in class. After the experience you will write a one-page reflection of the experience. In this reflection please include how you feel the literature circle format would fit into your classroom instruction.

**Assignment due: November 25**