



Course Policies and Syllabus

Course Number: RED 3012, Foundations of Reading

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Faculty Web Page:

<http://www.dbcc.cc.fl.us/CampusDirectory/empInfo.jsp?id=7677122121239904>

Course Description: The purpose of this course is to introduce reading principles, procedures and organization, current practices, analysis of reading materials, correlation with child development and investigation of research to the pre-service teacher. This course includes field experience in the public schools.

Student Learning Outcomes:

III. Course Objectives

Standards Key:

FEAP - Florida Accomplished Practices

PEC – Florida Professional Education Competencies

ESOL - English for Speakers of Other Languages

RC - Reading Competencies

At the completion of the course, Students will be able to:	FEAPs /PECs	ESOL	RC	Activities/Tasks Related to Objectives
1. Demonstrate an understanding of foundations of literacy including writing development and developmental stages of reading.	FEAP/ PEC 8	2	1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	A: Readings, Learning Log, Discussion D: Literacy Notebook
2. Identify factors that affect literacy acquisition and ways these factors impact children's language and literacy development (e.g. oral language development, phonological awareness, alphabetic knowledge, decoding, concepts of print, motivation, text structures, written language development).	FEAP /PEC 5,6,7,8	2,3,4,8,10,16	1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	A: Readings, Learning Log, Discussion B: Strategy Presentation D: Literacy Notebook
3. Demonstrate an understanding of the relationship between language and literacy development comparing and contrasting first and second language learners and apply this to instructional practices for all students.	FEAP /PEC 3, 7, 8, 10 PEC 14	5, 6, 8, 9, 11	1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F2, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	A: Readings, Learning Log, Discussion C: Lesson Plans 1-2
4. Identify learning theories and models of the reading process and the essential reading components which are recognized best practices based on scientific research.	FEAP /PEC 7, 8	5,8,9, 12	1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F2, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9,	A: Readings, Learning Log, Discussion D: Literacy Notebook E1: Basal reader evaluation

At the completion of the course, Students will be able to:	FEAPs /PECs	ESOL	RC	Activities/Tasks Related to Objectives
			5.11	
5. Identify and apply research-based strategies to teach: concepts of print, phonemic awareness, phonics, decoding and encoding skills, fluency, vocabulary, comprehension, and age-appropriate critical thinking skills to all students including ESOL and ESE students.	FEAP /PEC 4, 8 PEC 14	5, 6, 8, 9, 11	1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	A: Readings, Learning Log, Discussion B: Strategy Presentation C: Lesson Plans 1-2 D: Literacy Notebook
6. Apply the use of instructional strategies that support language development and the interdependence of the reading components to enhance comprehension for all learners.	FEAP /PEC 2,3,4,10	6,7,8, 9,11, 15,16	1A1, 1B1, 1B2, 1C1, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 4.1, 4.2, 4.9, 4.10, 5.1, 5.2, 5.4, 5.6	C: Lesson Plans 1-3
7. Identify explicit and systematic strategies for scaffolding development of comprehension skills (clarifying, inferring, predicting), content materials, informational and literary text structure, multiple representations of information (charts, graphs, non-print media) and age-appropriate critical thinking skills to all students including ESOL and ESE students.	FEAP /PEC 4, 7, 8, 10; PEC 14	6, 8, 12	1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F2, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	A: Readings, Learning Log, Discussion B: Strategy Presentation C. Lesson Plan D: Literacy Notebook
8. Apply the use of instructional strategies that support the acquisition of word recognition skills and reading fluency for first and second language learners.	FEAP /PEC 1,7,8,11; PEC 14	10,13,1 4,15,16, 19,20	1A1, 1A2, 1B1, 1B2, 1C1, 1C2, 1D1, 1D2, 1E1, 1E2, 1E3, 1E4, 1F3, 2A, 2B, 2C, 2F1, 4.1, 4.4, 5.1, 5.3, 5.5, 5.7	B: Strategy Presentation C1-2: Lesson Plans
9. Identify and apply research-based strategies to scaffold general and content area vocabulary development (e.g., word structure, context clues,) to all students including ESOL and ESE students.	FEAP /PEC 4, 7, 8; PEC 14	5, 6, 8, 9, 11, 12	1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	A: Readings, Learning Log, Discussion B: Strategy Presentation C2: Lesson Plan D: Literacy Notebook
10. Describe the relationship	FEAP /PEC	11, 17,	1A2, 1B1,	A: Readings, Learning Log,

At the completion of the course, Students will be able to:	FEAPs /PECs	ESOL	RC	Activities/Tasks Related to Objectives
between instruction and assessment and identify ways to assess the literacy development of students with exceptionalities, first and second language learners as emergent and novice readers and writers in the elementary classroom.	1,7,8,10	18	1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	Discussion D: Literacy Notebook E2: Content Textbook Assessment, Cloze Procedure
11. Demonstrate the ability in matching and adapting materials for students having various levels of proficiency in reading, including materials for ESOL students.	FEAP /PEC 6, 10; PEC 14	11,12,17,19	1A1, 1B1, 1B2, 1C1, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 4.1, 4.2, 4.9, 5.1, 5.2, 5.4, 5.6, 2F4, 5.3, 4.5, 4.8, 4.10	C: Lesson Plan E1: Basal Reader Evaluation. E2: Content Textbook Assessment
12. Demonstrate knowledge in organizing the primary classroom to support the literacy learning of all students including students with exceptionalities, first and second language learners (e.g., grouping strategies, literature circles, learning centers, reading/writing workshops, print rich environments).	FEAP /PEC 3, 9	11,17,18	1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F2, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	A: Readings, Learning Log, Discussion D: Literacy Notebook
13. Understand the ethical practices of differentiated grouping, modifications, accommodations, and the process of RTI, IFSP, IEP or ITP including the use of technology for students with disabilities in the area of literacy.	FEAP /PEC 6		1A2, 1B1, 1D1, 1D2, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F3, 3.2, 3.7, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6, 5.9, 5.11	A: Readings, Learning Log, Discussion D: Literacy Notebook
14. Incorporate Sunshine State Standards in lesson/Unit plans.	FEAP /PEC 10		1A1, 1B1, 1B2, 1C1, 1E2, 1E3, 1E4, 1F3, 1F4, 2A, 2B, 2C, 4.1, 4.2, 4.9, 4.10, 5.1, 5.2, 5.4, 5.6	C: Lesson Plans

IV. Outline of Topics Covered

1. Effective Reading Instruction: The Teacher Makes the Difference
2. Foundations of Literacy and Developmental Stages
3. Characteristics of Language Acquisition and Reading Development with consideration of diverse learners (ESOL, exceptional needs)
4. Early Reading Instruction: Teaching the Essentials
5. Phonemic Awareness
6. Phonics and Word Identification
7. Developing Children's Reading **Fluency**
8. Increasing Reading Vocabulary
9. Teaching Reading Comprehension
10. Writing
11. Assessment
12. Programs and Standards for Reading Instruction
13. Effective Reading Instruction and Organization in Grades K-3
14. Effective Reading Instruction and Organization in Grades 4-8

Class Format: This class will take place in a half online mode and a half face to face instructional mode. The class will utilize Florida Online (<http://online.daytonastate.edu>) to keep all necessary course content as well as class discussions. All work will be submitted using LiveText.

Required Textbook(s):

Reading and Learning to Read, 7th Edition By Jo Anne L. Vacca, Richard T. Vacca, Mary K. Gove, Linda C. Burkey, Lisa A. Lenhart, Christine A. McKeon

ISBN-10: 0-205-57112-3 ISBN-13: 978-0-205-57112-3

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way (4th edition)*. Columbus, OH: Merrill Prentice Hall.










ISBN-10: 0-13-223968-X ISBN-13: 978-0-13-223968-4

<http://shop.efollett.com/htmlroot/storehome/daytonabeachcommunitycollege173.html>


Equipment and Supplies: you must have a LiveText account as well as access to D2L/Florida Online to complete this course.

Important Links:

The electronic resources listed below are from The Elementary Struggling Readers Institute at the University of Texas—Austin. The entire Institute, called Searchlight, is online with many, many helpful lessons and resources.

-  [Beginning Reading Instruction: Components and Features of a Research-based Reading Program.pdf](#) - Beginning Reading Instruction: Components and Features of a Research-based Reading Program.
-  [Beginning Reading Instruction: Practical Ideas for Parents](#) - The purpose of this document is to provide information and activities to parents in an effort to help children learn to read.
-  [Comprehension Instruction: Components and Features of a Research-Based Reading Program](#) - This booklet describes important aspects of effective reading instruction, as well as aspects of classroom and administrative support. Also known as the "red book"
-  [Coordinating for Reading Instruction: General Education and Special Education Working Together](#) - The purpose of this booklet is to help educators plan for and implement co-teaching during reading instruction. Both teachers take part in planning, teaching, and evaluating student's performance.
-  [Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program](#) - The activities in this manual are intended to supplement the regular classroom reading program and to provide the additional practice struggling readers need to develop basic reading strategies. The activities can be used to review, practice, or reinforce the skill(s) associated with the instructional element.
-  [Guidelines for Examining Phonics and Word Recognition](#) - This booklet focuses on instruction in phonics and word recognition programs. The booklet aims to provide teachers with various guidelines to use to evaluate phonics and word recognition programs to determine if they reflect sound, research-based and classroom-tested instructional practices.
-  [Instruccion Para Comenzar a Leer: Ideas Practicas Para Padres De Familia](#) - The purpose of this document is to provide information and activities to parents in an effort to help children learn to read. (Spanish translation)
-  [Manual Sobre La Dislexia, Revisado en el 2007: Procedimientos Relacionados Con La Dislexia Y Otros Desordenes](#) - (Spanish Translation) This booklet provides guidelines for the identification and instruction of dyslexic students. It will also help districts and charter schools as they develop their written procedures regarding students with dyslexia.
-  [Promoting Vocabulary Development: Components of Effective Vocabulary Instruction](#) - The purpose of this booklet is to help you make vocabulary development an important part of instruction. This booklet is divided into three parts. In the first part, we look at some of the obstacles that can make vocabulary development a difficult task. In the second part, we provide an overview of the components of effective vocabulary instruction and discuss how these components can help students overcome the major obstacles to vocabulary growth. In part three, we describe some specific techniques that are especially useful in teaching word meanings as concepts, particularly in the content areas.
-  [Research-Based Content Area Reading Instruction](#) - The purpose of this booklet is to provide teachers with research-based and classroom-tested information about content area reading instruction, along with specific teaching suggestions that can be used with students. This booklet can help teachers provide students with instruction that: • familiarizes them with

the structure of expository text; • promotes content area vocabulary development; • promotes word identification skills; • builds reading **fluency**; and • emphasizes and directly teaches how, why, when, and where to use a repertoire of comprehension strategies.

-  [The Dyslexia Handbook, Revised 2007: Procedures Concerning Dyslexia and Related Disorders](#) - This booklet provides guidelines for the identification and instruction of dyslexic students. It will also help districts and charter schools as they develop their written procedures regarding students with dyslexia.

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Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T(1998, Spring/Summer). *The elusive phoneme: Why phonemic awareness is so important and how to help children develop it*. American Educator, 22, 18- 29.

Baumann, J., & Kame'enui, E. (Eds.). (2004). *Vocabulary instruction: Research to Practice*. NY: The Guilford Press.

Beck, I.L. (2006). *Making sense of phonics: The hows and whys*. New York: Guilford Press.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction (Fourth ed.)*. Upper Saddle River, NJ: Merrill.

Bear, D. R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling, and vocabulary. *The Reading Teacher*, 52(3), 222–242.

Birsh, J. R. (Ed.). (1999). *Multisensory teaching of basic language skills*. Baltimore: Brookes.

Bos, C. S., & Vaughn, S. (2009). *Strategies for teaching students with learning and behavior problems* (7th ed.). Boston: Allyn and Bacon.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (Third ed.)*. Upper Saddle River, NJ: Prentice Hall.

Carreker, S. (1999a). Teaching reading: Accurate decoding and **fluency**. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore: Brookes.

Carreker, S. (1999b). Teaching spelling. In J. R. Birsch (Ed.), *Multisensory teaching of basic language skills* (pp. 217–256). Baltimore: Brookes.

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Cunningham, A. E., & Stanovich, K. E. (1990). Early spelling acquisition: Writing beats the computer. *Journal of Educational Psychology*, 82(1), 159–162.

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Goswami, U. (1998). The role of analogies in the development of word recognition. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning literacy*. Mahwah, NJ: Erlbaum.

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Hasbrouck, J., & Parker, R. (2001). *Quick phonics screener*. College Station, TX: Texas A&M University.

Hudson, R.F., Lane, H. B., & Pullen, P. C. (2004). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*. August.

Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly*, 35(4), 458–492.

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Miller, W. (2000). *Strategies for developing emergent literacy*. Boston, MA: McGraw-Hill.

Moats, L. C. (1995). *Spelling: Developmental disability and instruction*. Baltimore: York Press.

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Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore: Brookes.

Moustafa, M., & Maldonado-Colón, E. (1999). Whole-to-part phonics instruction: Building on what children know to help them know more. *The Reading Teacher*, 52(5), 448–458.

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Torgesen, J. K. (1999). Assessment and instruction for phonemic awareness and word Recognition skills. In H. W. Catts & A. G. Kamhi (Eds.), *Language and reading disabilities* (pp.128–153). Boston: Allyn and Bacon.

Torgesen, J.K. & Hudson, R. (2006). Reading **fluency**: critical issues for struggling readers. In S.J. Samuels and A. Farstrup (Eds.). *Reading fluency: The forgotten dimension of reading success*. Newark, DE International Reading Association

Treiman, R. (1998). Why spelling? The benefits of incorporating spelling into beginning reading instruction. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 289–313). Mahwah, NJ: Erlbaum.

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Vacca, R.T. & Vacca, J.L. (2007). *Content area reading: Literacy and learning across the curriculum*. 9th ed. Boston, MA: Allyn & Bacon.

Vacca, J.L., Vacca, R.T., Gove, M.K., Burkey, L., Lenhart, L.A., & McKeon, C. (2005). *Reading and learning to read* (6th ed). Boston, MA: Allyn & Bacon.

Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades K-3*. Alexandria, VA: ASCD.

Classroom Policies:

1. **Disclaimer:** Teaching policies and regulations for this course are not open for discussion or negotiation. This syllabus has been constructed to be as complete as possible but is by no means a binding document. I reserve the right to alter policies, procedures, and the syllabus as needed. Please utilize the website regularly as any changes to the syllabus will be posted there.
2. **How to proceed through the course:** Students need to come to class with the Vacca textbook read ahead of time as well as the *Words Their Way* text. The chapters in the Words Their Way text do not have to be read ahead of time.
3. **Handling of assignments:** All discussions will take place on D2L/Florida Online. All assignments will be turned in to LiveText.
4. **Communication:** I may respond to your discussions. You only need to respond to one other classmate's discussion. I will not respond to or frequently check my D2L Class Mail. I do, however check my LewisJo@daytonastate.edu mail daily as well as my JoyLewisTeach@gmail.com account.
5. **Interaction:** You must respond to one other classmate's posting in D2L on the Discussion Board.

6. **Attendance and Lateness Policy:** A teacher candidate can miss up to **3 hours** of class without fault (*this includes instances of tardiness*)

Examples:

- 2 class meetings missed in a 7 week 50/50 course that meets 2 times per week
- 1 class missed in 7 week course that meets 1 time per week
- 1 (1.5 hours) class missed and 30 minutes tardy 3 times.

More than 3 hours of missed class will result in a grade of “F” or “W” if the teacher candidate can still withdraw as well as the requirement to retake the course

7. **Late Work/Make-up Work and Exams:** At professor’s discretion. No work submitted more than one week late will be accepted and will receive a grade of zero.
8. **Classroom Etiquette:** All students should be on time for class. Attend to your needs before entering the room. Students who come late or leave during the class are a distraction to both the instructor and other students. The use of cellular phones, MP3 players and other electronic devices is also a distraction. Please ensure electronic devices are off (or on silent alert). If an emergency arises, please be courteous to your fellow students and leave quietly. Finally, cell phones, watch alarms, beepers, etc. are strictly prohibited in the examination room during the final.
9. **Academic Integrity Policy (see student handbook pages 7-13)**
http://www.daytonastate.edu/recreg/files/student_handbook.pdf
- a. Daytona State College is committed to providing you with quality instruction, guidance, and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you.
 - b. All cases of suspected violations of the Student Code of Conduct, including academic dishonesty, are reported to the Judicial Affairs Office for resolution.

c. **Forms of Academic Dishonesty**

- Cheating- Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.
- Plagiarism -Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.
- Fabrication -Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

d. **Other Academic Misconduct:** Other Academic Misconduct might include, but is not limited to:

- In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.
- Obtaining by the theft/purchase OR selling/ giving part or all of a test.
- Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

e. **College Network Acceptable Use Policy:** The purpose of this policy is to outline the acceptable use of the network and resources provided by Daytona State College and to establish a culture of openness, trust, and integrity. Please make yourself very aware of this policy by clicking these two links:

http://www.daytonastate.edu/recreg/files/student_handbook.pdf (College Network, pages 4-5)

http://online.daytonastate.edu/docs/acceptable_use.pdf (Florida Online)

Evaluation/Assessment Methods: In this class you will have one in-class presentation, several discussions as well as a final exam. You will also begin to develop your Literacy Resource Notebook with which you are keeping all papers, documents, handouts from your field experience and in class handouts regarding reading. You will build upon this binder with each reading class you take.

V. Teaching Strategies

Lecture	X
Small/large group discussion	X
Cooperative Learning	X
Modeling	X
Independent Study/Project	X
Microteaching	
Field-experience Application	X
Web-based/Internet	X

VI. Activities to Demonstrate Competencies and Skills (Tasks)

Note: All tasks must be uploaded into LiveText.

A. Readings, Learning Log, Discussions:

There are 5 Learning Logs to be completed on D2L as Discussions in the Discussion Board.

B. Strategy Presentation: (FEAP/PEC 1, 4, 7, 8, 11 PEC 14; **ESOL** 5, 8, 9, 10, 12,13,14,15,16,19,20; RC: 1A1, 1A2, 1B1, 1B2, 1C1, 1C2, 1D1, 1D2, 1E1, 1E2, 1E3, 1E4, 1F3, 2A, 2B, 2C, 2D, 2F1, 2F2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7; EE 2)

You will research strategies to use to teach each of the topics below and submit a lesson plan format for the strategy into LiveText. Use the lesson plan format from Professional Teaching Practices.

You must develop a handout for everyone in the class. Place all handouts in your Literacy Resource Notebook.

Select one of the strategies that you have researched to make a 10-15 minute presentation to the class. In this presentation, you are to model how you present this to students, not tell about the strategy. Presenters will be evaluated based on the handout and an oral presentation including group participation.

Some suggested strategies are:

Concepts about Print: Shared book experience

Phonemic Awareness: Elkonin Boxes—Segmenting; Blending Activity; Rhyming Activity, Beginning Consonant Sounds

Alphabet Knowledge: Alphabet Activity

Phonics: Making Words Activity, Speech to Print Phonics, Phonics-Sorting Activity, Word Building Approach

High Frequency Words: Language Experience Approach, High Frequency Words Lesson

Vocabulary/Word Study: Initial Sound Bingo, Making Words with Cubes game; Word Webs (semantic mapping), Semantic Feature Analysis, Concept Cards

Structural Analysis of Words: orthographic analysis, spelling morphologies, advanced phonics skill

Fluency: model phrasing, paired reading, repeated reading, speed drills

Comprehension: Directed Reading Activity, Reciprocal Teaching, and Text Walk for Beginning Readers, Think Alouds, Think Alouds, and Graphic Organizers for text structures, Thinking Maps, Discussion Web, Jig-Saw, RAFT, Four Square

C. Lesson Plans (FEAP/PEC 2, 3, 4, 6, 7, 8, 10; PEC 14; ESOL 5, 6, 7, 8, 9, 11, 12, 15, 16, 17, 19; RC 1A1, 1A2, 1B1, B2, 1C1, 1D1, 1D2, 1E1, 1E2, 1E3, 1E4, 2A, 2B, 2C, 2D, 2E, 2F.1, 2F.2, 2F.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.9, 5.1, 5.2, 5.3, 5.4, 5.6; EE 1, 2)

Write five explicit, systematic lesson plans, based on scientific reading research, one for teaching a lesson that scaffolds learning on each of the following topics: **phonemic awareness and analysis, phonics, word building/vocabulary, fluency, and comprehension.** Please use your Professional Teaching Practices format for lesson plans.

You must include Sunshine State Standards, materials used, questions and activities which require different levels of cognitive tasks, guided and independent practice, modifications for working with **ESOL**, gifted children, and children with special needs. Indicate the level of **fluency** of **ESOL** students that the lesson is appropriate for.

D. Content Area Vocabulary Activities: (FEAP/PEC 8; ESOL 6, 8, 12; RC: 1B1, 1B2, 1C1, 1D1, 1D2, 1E1, 1E4, 2A, 2C, 2D, 2E, 2F1, 2F2, 4.1, 4.2, 4.6, 4.8, 5.7, 5.10. 6.5)

Activity: Select a chapter or a selection from a content area textbook (math, science, and social studies) used in grades 3-6. Find technical and special vocabulary words.

You will develop six different vocabulary activities. Explain how you would introduce and use these with your students. Two of the activities must be about the following: one exercise that develops students' use of context clues and one which is based on word (morphemic) analysis.

E. Comprehension Activities/ Text Structures: (FEAP/PEC: 4, 8, 9, 10, 11; PEC: 14; ESOL 6, 9, 12, 16, 17, 19, 20; RC: 1E1, 2E, 2F1, 2F3, 2F4, 5.7, 5.8, 5.9, 5.11, 5.13, 6.6, 6.7, 6.8, 6.10)

Using a content area textbook of your choice, develop comprehension exercises for each of the following: phrase meaning (or idioms), sentence meaning, finding main and idea and significant details or paragraphs, and finding organization patterns in various types of text structures, e.g.

time order, enumerative, cause/effect, simple listing. Prepare graphic organizers for each of the different paragraph organizational patterns representing the text structures.

F. Literacy Resource Notebook

Create a resource notebook of all class activities and handouts of instructional strategies, theories of reading, literacy assessments, etc. In your notebook include written assignments completed for this course.

Organize the material in a notebook with a table of contents. Use dividers and tabs to help you organize. Include the following dividers: Alphabet Knowledge, Phonics, Sight Words, and Word study/Vocabulary, Comprehension, Reading Programs and Assessment. File the strategy presentation handouts from your fellow students behind the appropriate dividers. Include notes to explain any strategies or assessments that need further directions or details. You may include additional materials you are collecting for use in teaching literacy. This is a teaching resource notebook, so you should organize materials in such a way that you will be able to easily refer to materials when you are doing an internship or teaching at a later date.

G. Field Experience Products:

1. Basal Reader Examination and Evaluation (FEAP/PEC 6, 7, 8, 10; PEC 14; ESOL 5, 8, 9, 11, 12, 17, 19; RC: 2F4, 4.9; EE 2)

Interview the teacher who uses the program. For example, what features does he/she like? What problems, if any, does he/she have with the reading series?

Review the materials to identify what teaching strategies are used, what model of reading instruction underlies the program, what it seeks to teach through its program, what components of a comprehensive program are incorporated (i.e., read-alouds, guided reading...).

Evaluate the program and include a description of the program, teacher impressions of it, accommodations made for ESOL and ESE students, and your evaluation of it.

2. Content Area Textbook Evaluation and Assessment: (FAEP/ PEC 1; ESOL 19, 20; RC: 3.3, 3.6, 3.9, 3.10, 3.11, and 4.5, 4.8 4.10)

Using the Fry Readability Graph, **determine the readability level** a content area text used in grades 4 – 6. Please provide a copy of the passages you have analyzed. Do you agree with the grade levels determined with the Fry Readability tests? Think of the independent, instructional, and frustration levels of reading. How does this score account for the experience and knowledge that the students of the targeted grade level will bring to the content/material? **How can you adapt the text to meet the needs of ESOL students?** Explain your answers.

See Teacher Interview questions available on D2L.

Create and include a **Cloze passage** for the text.

Grading Policy:

Your grade will be earned based on the following;

A. Discussions/Learning Logs	10%
B. Strategy Presentation	20%
C. Lesson Plan	20%
D. Literacy Resource Notebook	10%
E. Field Experience Products	20% (10% each)
F. Final Exam	20%

Grades: A = 90-100, B = 80-89, C = 70-79, D = 65-69, F = below 65

An incomplete grade will only be given if the following criteria are met:

1. A request in writing is submitted to the instructor prior to last three weeks of class,
2. All assignments, term paper, and quizzes were completed at that point in time,
3. The student has a grade C or higher at that point in time.

Class Schedule:

Assignment	Due Date
First Class, Syllabus and Assignment Review www.readingrockets.org/firstyear Approaches to Reading Instruction 90 Minute Reading Block Emergent Spelling Stage in <i>Words Their Way</i> video	1/18/11
Learning Log 1 Due Early Literacy Instruction Word Sorts from <i>Words Their Way</i>	1/25/11
Learning Log 2 Due Introduction to Reading Assessments: <i>Words Their Way</i> videos (assessment and Organization) See Appendix A page 264-276 in <i>Words Their Way</i>	2/1/11
Half Strategy Presentations in class, Fluency Instruction <i>Bring in your favorite picture book/chapter book</i>	2/8/11
Assignment B Due Half Strategy Presentations in Class, Vocabulary Instruction Learning Log 3 Due Within Word Spelling stage video in <i>Words Their Way</i>	2/15/11
Assignment C Due	
Reading Comprehension and Chapter 14, Content Area Textbooks Syllables and Affixes Stage video in <i>Words Their Way</i> Learning Log 4 Due Reading and Writing (Barry Lane series) Assignment D Due	2/22/11
Materials to Teach Reading Learning Log 5 Due Assignment E Due	3/1/11
Quality Children's Literature Derivational Relations Spelling Stage video in <i>Words Their Way</i> Class Reserved to Review Final and Share Assignments as well as Review Literacy Resource Notebooks/Set Up Assignment G due in LiveText Assignment F due in Class for review Final Exam	3/8/11

Withdrawal Process: Although it is not necessary to have approval from the instructor to withdraw from the course, you should discuss the situation with the instructor. Many times the issue can be resolved with communication. You should also check with the Financial Aid office to determine how this withdrawal might affect your funding. If the decision has been made to withdraw, you should

1. Go to FalconNet and login
2. Go to the Registration and Records Menu
3. Go to Class Registration and continue to the next page
4. Select the term you are registered for
5. Select the class you want to withdraw from and select the Drop button

Students with Disabilities: If you need academic accommodations, such as private testing, interpreters, note takers, etc., you must give me a current letter from Disables Student Services (DSS) that verifies that you need specific accommodations. Please make an appointment with me as soon as possible to discuss the accommodations. See Daytona State Website for student disabilities for more information <http://www.daytonastate.edu/sds/> or see Student Handbook (page 36) http://www.daytonastate.edu/recreg/files/student_handbook.pdf.