

**Augusta State University**  
**College of Education**  
**Department of Teacher Education**  
Spring 09

**COURSE TITLE:** Literacy II: Advanced Literacy Instruction for Early Childhood Education

**COURSE PREFIX AND NUMBER:** ECED 4313

**HOURS:** 3

**PREREQUISITES:** Admission to Teacher Development; Successful completion of courses in Block I and Block II (with at least a grade of C)

**INSTRUCTOR:** Dr. Beth Pendergraft

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**COURSE DESCRIPTION:** This course will examine reading and writing difficulties encountered in the classroom. It will emphasize diagnostic/prescriptive teaching through experience with informal diagnostic assessment tools. Students will then use results of these assessments to design and implement tutoring for children experiencing difficulties.

**CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:**

The student will:

Prepared

- understand the central concepts, tools of inquiry, and structures of the discipline(s) and is able to create learning experiences that make these aspects of subject matter meaningful for learners.
- understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.

Able

- understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners
- understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Responsive

- be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally. (CFP #9)

**SPECIFIC COURSE OBJECTIVES:**

The student will be able to:

- determine a student's interests and attitudes through the administration of an interest/attitude inventory and use this information to select appropriate instruction based on the findings.
- describe the diagnostic/prescriptive approach to reading instruction.
- use an informal reading inventory to assess the reading strengths and weaknesses of a child and interpret the results.
- use a sight word assessment instrument to assess a child's sight vocabulary and interpret the results.
- take a running record of a child's oral reading performance and interpret the results.
- conduct a miscue analysis of a child's reading performance and interpret the results.

- evaluate a sample of a child's writing skills.
- use observation to make anecdotal records of a child's progress in reading and writing.
- plan tutorial lessons based on the pre-test results of the informal reading inventory, a sight word assessment, a writing sample, miscue analysis of a running record, and observation of a child's reading and writing skills, using appropriate GPS objectives.
- select appropriate materials to use in the tutorial sessions.
- conduct post-tests using the informal reading inventory, a sight word assessment, a writing sample, and miscue analysis of a running record and be able to interpret the results.
- complete a case study report on two children who have received tutorial help with their reading and writing skills by this education student. This will serve to indicate the ISL (Impact on Student Learning) for this preservice teacher.

### **NATIONAL STANDARDS:**

As newly graduated reading professionals enter the field, they must demonstrate the performances essential for meeting the reading instructional needs of all students. In essence, they must give evidence of meeting the standards presented in this document. The five standards are:

IRA Standard 1. Candidates have knowledge of the foundations of the reading and writing processes and instruction

- 1.1 Knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.
- 1.2 Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.
- 1.3 Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
- 1.4 Display dispositions related to reading and the teaching of reading.

IRA Standard 2 Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

- 2.1 Use instructional grouping options (individual, small-group, whole class, computer-based) as appropriate for accomplishing given purposes.
- 2.2 Use a wide range of instructional practices, including technology-based practices that promote reading and writing across the curriculum- for learners at differing stages of development and from differing stages of development and differing cultural/linguistic backgrounds.
- 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at various stage of reading and writing development and from different cultural and linguistic backgrounds.

IRA Standard 3 Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

- 3.1 Use a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies, including technology –based assessment tools.
- 3.2 Place students along developmental continuum and identify students' proficiencies and difficulties.
- 3.3 Use assessment information to plan and revise effective instruction for all students.
- 3.4 Effectively communicate results of assessments to specific individuals (student, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)

IRA Standard 4. Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment and evaluation to create a literate environment that fosters both reading and writing.

- 4.1 Use students' interests and backgrounds as foundations for the reading and writing program.
- 4.2 Use a large supply of books, technology –based information, and non-print materials representing multiple levels, broad interest, cultures and linguistic backgrounds.
- 4.3 Model reading and writing enthusiastically as valued life long activities.
- 4.4 Motivate learners to be life-long readers

IRA. Standard 5. Candidates view professional development as a career long effort and responsibility.

- 5.1 Display positive dispositions related to reading and the teaching of reading.
- 5.2 Continue to pursue the development of professional knowledge and dispositions.
- 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
- 5.4 Practice in, initiate, implement, and evaluate professional development programs.

## TEXTBOOKS:

### Required Text:

Flynt, E. S. & Cooter R. B. (2004). *Reading inventory for the classroom*. Upper Saddle River, NJ : Merrill Prentice Hall

### Optional Text:

Jones, J.L. & Lenski, S. D.(2005). *Improving Reading Strategies & Resources*. Dubuque, IA: Kendall-Hunt.

Shanker, J. & Ekwall, E. (2003). *Locating and correcting reading difficulties*. Upper Saddle River, NJ: Merrill Prentice Hall.

## Assignment Guidelines ECED 4313

Lab assignments for this class consist of testing and tutoring one student. You will work the student twice a week in addition to your lab requirements for other classes. It is extremely important that you are well prepared and use the time wisely. The child you will be tutoring (and his/her teachers) are counting on you to be prepared and on time. If you miss a tutoring session due to absence of either you or the child, a school field trip or special event, etc. You are responsible for making arrangements with the child's teacher for a make-up session time.

1. Compile a lab log in a ½ inch 3 ring binder. Use labeled sections for the child you will be tutoring to include the following:
  - A. Copy of IRI summary page for the student in front of his/her section of the notebook.
  - B. Lesson plans
  - C. Self-evaluation of each testing/teaching session (This is to be a reflection of your teaching/testing effectiveness, i.e. how it went, how a certain strategy worked or didn't work, what you could/should do differently next time, what changes you will make before the next tutoring session, what was the impact on student learning, etc.)
 

The lab log must be with you and up to date at all lab visits and available for examination. The following areas must be addressed each day:

    1. Word Study (Phonemic Awareness or Phonics)
    2. Vocabulary
    3. Comprehension
    4. Fluency
    5. Writing
  - D. Observations of Peers
 

The log book will be submitted after lab time for final grading. Lesson plans must be typed. *Worth 25 points*

2. Complete an annotated bibliography of 5 articles from journals such as ***The Reading Teacher, the Journal of Reading, Language Arts, Primary Voices K-8, Reading Research Quarterly*** etc. published within the last five years. Four of the articles should relate to the correction of reading/writing problems for elementary aged students. One must address content area reading. The articles should contain ideas that you can use as mini-lessons during your tutoring sessions. Articles giving guided reading or writing lessons will work best. If you are in doubt about a particular article, ask first. Articles must represent at least three different sources. *Worth 40 points*

Note: The annotation should summarize the article in 2-3 sentences including a statement of how it is useful to you. Use **APA style** for citing. (See 5<sup>th</sup> edition)

3. Case Study – After testing the student you will be tutoring, prepare a case study. (Samples are available on pipeline.) Case studies are to be written professionally using third person. (Hint: Do not use the words “I”, “me”, “my”, etc.). Submit the case study via LiveText.  
*Worth 50 points*
  
4. Submit one of your first lesson plans via LiveText on the given date for feedback. The rest will be submitted via LiveText during lab for formal grading. You should make an attempt to cover all five blocks during each session, but occasionally this will not be possible. In that case, draw an arrow and state that a certain portion is to be carried over to the next session. Begin the next lesson plan by retyping that particular part and complete new plans for the remaining blocks.  
*Worth 80 points.*
  
5. Student portfolio – Prepare a portfolio for the student you will be tutoring. (An expandable folder or 3 ring binder works best OR you may create a section in your Livetext portfolio to document these artifacts.) The portfolios should have separate labeled sections for each student containing the following:
  - A. The case study and test results for each student including an individual informal reading inventory, interest inventory, and cloze test when applicable. An unassisted writing sample from the first session should be included along with The Dolch Sampling and alphabet recognition assessment (if applicable). Post test results should also be included.
  - B. Running record/miscue analysis forms for each week of tutoring.
  - C. Anecdotal notes collected at each tutoring session indicating your observation of the student’s performance.
  - D. Ongoing writing samples collected through out the semester. The writing samples should be dated and document all the stages of the writing process.
  - E. Misc. products – Such as word wall, photos, cassette tapes, learning games, flash cards, etc. that you created to assist with tutoring needs.
  - F. Reflections from the final conference with the student’s teacher (and parents if possible) and a final reflective essay describing your impact on student learning and how it will influence your future teaching. ( See #6)
  - G. A list of recommendations/suggestions for continuing assistance during the school year.

A portfolio rubric will be used to assess the completeness of the portfolio. .

You will definitely want to send some of the items home with the child on your last visit as well as a thank-you note and list of suggestions for the parents. Photocopy these items so that the students can have the originals. *Worth 50 points*

6. ISL Reflective Essay – You will write a 4-5 page final essay that will submitted Via Livetext. This essay will address areas 5 and 6 on the ISL rubric – reflection and refinement. You will describe your impact on student learning and what you have learned from the ISL process.  
*Worth 50 points.*
  
7. Midterm Exam *Worth 50 points*

8. Peer observations – You will be paired with a peer at your school. You are to observe your classmate while he/she is tutoring and complete the provided observation form a minimum of 2 times. You are to provide a copy of the observation form to your classmate and keep one copy for yourself. Include these in your lab log. These reflections should contain thoughtful, constructive critiques of the tutoring sessions. *Worth 10 points.*

### Grading Scale

**93-100 = A**

**85-92 = B**

**75-84 = C**

**70-74 = D**

**70 and below = F**

### Other course information

All assigned reading is expected to be done in advance of the class session. Class participation is highly encouraged. Attend class and lab as scheduled. You are subject to being dropped after 2 classes. Attendance and punctuality are required except in extreme emergencies (which must be discussed with the instructor). The maximum number of absences for this class is two. You may be dropped from the class on the third absence.

Turn in assignments at the beginning of class when due. Ten points will be deducted per day for late assignments, including those that are received after class on the due date. No assignment will be accepted more than 3 days after it is due. Before submitting any assignment, reread the guidelines in the syllabus one more time.

Type all assignments professionally (correct grammar, spelling, punctuation, citing format, etc.) No other cover sheet is required. Do not put in plastic binders or folders. **Use APA format.** Samples of assignments will be available on pipeline. It is your responsibility to view these if desired.

Some assignments may be returned to be revised for a higher grade at the instructor's discretion. If this happens and you want to try for a higher grade, the assignment must be returned by the stated date. The revised grade will be an average of the original and revised grade.

If you do not have email available at home, activate your free ASU account and learn to use it. Get into the habit of checking for incoming mail on a daily basis. This will be the primary form of class communication during the five-week lab time. Also, students will be expected to use LiveText to create and submit their assignments during the semester.

Although you may find ideas for some of your assignments in commercial books, teacher's editions, or the Internet, the completed projects should be your own creations. Do not simply copy units or lessons from these sources or from students that have recently taken this class (See academic honesty statement below.)

The academic honesty policy outlined in the ASU catalog applies in this class.

No cell phones or beepers are allowed in class without advance permission of the instructor. Reminder: they are not allowed in most elementary schools. To be safe, do not take them to labs either. Turn off laptops during class.

Student grievances should follow the policy as outlined in the ASU catalog. This means grievances must first be brought to the attention of the instructor.

**Tentative Schedule**  
**Spring 09**

Jan. 8 Intro to Class - Interest Inventories  
Homework: Read over how to administer a reading inventory.

Jan. 13 Overview of the Reading Inventory

Jan. 15 Practice administration of the Reading Inventory

Jan. 20 Practice Administration of the Reading Inventory

Jan. 22 Sight Word and Alphabet Recognition Assessment  
Spartenburg, SORT, San Diego

Jan. 27 Phonics Assessments – Yopp Singer, Names Test, Writing Samples  
**Annotated Bibliography Due**

Jan. 29 Miscue Analysis

Feb. 3 Additional Assessments and running records

Feb. 5 Case Study Details – How to write one – **Midterm Exam**

Feb. 10 National Reading Panel Report & Dibles  
Fluency Strategies Chapter 4  
Feb. 12 Word Analysis Skills

**Feb. 16 – Feb. 20 Lab week**

Feb. 24 Word Analysis Skills

Feb. 26 –How to Write a Lesson Plan – Tutoring Ideas **Case Study Due**

March 3 Comprehension Skills  
Writing and Tutoring Strategies –Rainbow Writing  
March 5 Vocabulary Activities  
**First Lesson Plan Due**

March 10 - Fluency strategies/Writing an ISL  
March 12 Writing Strategies Chunking

**March 16 – April 17 - Lab Weeks ( Spring Break – April 6 – April 10)**

April 21 Reflections on Tutoring/Writing an ISL  
April 23 Lesson Demonstrations **ISL Reflective Essays Due**

April 28 Portfolio Conferences.