

**Augusta State University**  
**College of Education**  
**Department of Teacher Development**

**Course Title:** Current Best Practices in Literacy

**Course Prefix and Number:** EDTD 6222

**Instructor:** Beth Pendergraft [bpendergraft@aug.edu](mailto:bpendergraft@aug.edu) office –E122 667-4502

**Hours:** 3 semester hours; MTWRF; 8:00 a.m. - 4:00 p.m.

**Prerequisites:** Admission to master's program and completion of EDTD 6161 (or permission for Reading Endorsement); completion of EDTD 6221

**Texts:**

Flynt, E. & Cooter, R (2001). *Reading inventory for the classroom*. Upper Saddle River, NJ: Prentice Hall.

Gambrell, L, Morrow, L, Neuman, S. & Pressley, M. (1999). *Best practices in literacy instruction*. New York: Guilford Press.

**Course Description:** This course focuses on helping teachers learn to implement current best instructional practice in literacy in their classrooms. Practice in informal and authentic assessment is also included. Required for Reading Endorsement.

**Reading Endorsement:** This is the second of three courses required for the Georgia Reading Endorsement. Students must successfully complete all three courses in order to be recommended for the endorsement. The endorsement is available to all Georgia certificated teachers, PK-12.

**Georgia Standards for Reading Endorsement Addressed:**

*Standard IV:* The program shall require demonstrated competence in the use of informal and formal assessment methods for the diagnosis of students' reading strengths and weaknesses.

*Standard V:* The program shall require demonstrated competence in the use of informal and formal instructional methods for addressing students' reading strengths and weaknesses.

*Standard VI:* The program shall require demonstrated competence in the design, development, implementation, and evaluation of developmental, remedial, and enrichment reading programs and their interrelationships with the language arts program.

**National Board Standards Addressed:**

- II. Teachers know the subjects they teach and how to teach those subjects to students.
  - \* use a variety of student-centered approaches appropriate for teaching literature
  - \* use process-oriented approaches to teaching writing
  - \* develop units which integrate reading, writing, speaking, and listening
  - \* use collaborative strategies to encourage student involvement in learning
  - \* use peer response and review groups to encourage communication
- III. Teachers are responsible for managing and monitoring student learning.
  - \* develop authentic assessments that are appropriate to the learning tasks
  - \* use a variety of rubrics for assessing student achievement
  - \* manage whole group, small group, and individual learning tasks
  - \* encourage students to develop self-monitoring skills
- IV. Teachers think systematically about their practice and learn from experience.
  - \* model language arts skills and processes for students
  - \* assess the impact of their planning and instruction on student achievement, whole-group as well as individual

**Teaching for Understanding Folio Questions Addressed:**

- 4. What approaches to curriculum design support or promote teaching for understanding?
- 5. Why isn't activity-based instruction adequate to the task of teaching for understanding?
- 6. How is instructional time affected when teaching for understanding?

7. How can teaching for understanding best be assessed? With what theories and practices of assessment is teaching for understanding compatible?
11. Why is preparing for instruction more appropriate to teaching for understanding than is planning for instruction? What would change for you as a teacher, when preparing rather than planning?

**Course Objectives:**

The student will learn:

1. about a variety of formal and informal diagnostic reading assessments.
2. how to select appropriate assessments.
3. how to administer an informal reading inventory.
4. how to write a case study.
5. the findings of the National Reading Panel Report.
6. about the No Child Left Behind Legislation impact on reading.
7. about the strengths and weaknesses of various remedial and enrichment reading programs.
8. a variety of reading strategies to meet the needs of struggling readers.
9. strategies to improve parental involvement.

**Course Requirements:**

1. Attendance: Because this is an intensive, six-day summer school course, attendance is mandatory. Students must be punctual and attend class for the allocated time, unless previous arrangements have been made with the instructor. The instructor reserves the right to assign equivalent make-up work in cases of extreme emergency only. Make-up work needs to be of the highest quality.
2. Assignments: Study all assignments before class.
3. Participation: All students are expected to participate in discussions, etc., and contribute their professional knowledge and expertise.
4. Portfolio: Continue work on a portfolio which will demonstrate competency in each of the nine Georgia Standards for Reading Endorsement.
5. Computer: Students are required to submit assignments that have been typed or word processed. Students are also required to submit entries on a class electronic bulletin board and chat room and use the Internet for research. Computers are available in several locations on campus (personal computer is not required). Students should make backup copies (paper and file) of work they turn in.
6. Deadlines: Because work time is built into the course, students are expected to meet deadlines for turning in work. Late work will be penalized 10% of the project's grade.

**Additional Requirements for Graduate Students:**

1. Graduate students should integrate knowledge gained during this course into their answers to questions 4, 5, 6, 7, and 11.
2. From time to time, graduate students may be asked to make a class presentation on a related topic for which they have particular experience or expertise.

**Grades:**

Assignments have assigned point values. Work is assessed based on the quality and depth of response. Final grade is the percentage of points earned over all course assignments.

Grading Scale for Graduate Credit:

- 90%-100% = A
- 80%-90% = B
- 70%-79% = C
- <70% = F (no graduate credit or credit toward endorsement)

Grading Scale for SDUs:

- all assignments completed satisfactorily = S
- incomplete assignments, or unsatisfactory level of quality = U (no SDU credit or credit toward endorsement)

## Major Assignments:

Groups/individuals will be given class time to read, critically reflect on readings, share personal insights and experiences regarding the topic, and develop the plan. All members of a group will participate in developing the plan and participate in the presentation. Group members are responsible for establishing reading goals and time lines and for arranging meetings outside of class time, if needed.

Books are on reserve as are three notebooks with copies of articles relevant to the course. Relevant journals are available in Reese Library or online.

During the third course, students will write a brief summary of each plan or proposal, describing how it was implemented and results. These summaries should be filed with the plans/proposals in the portfolio.

### 1. Case Study (150 pts.)

Individuals will give the Flynt and Cooter Reading Inventory and other assessments to a student. If you know of a child who has struggled in reading, this would be a good choice. It is not recommended that you choose your own child, a friend's child, or a relative's child. Also, do not choose a child with documented learning disabilities unless you are a certified special education teacher.

The report should include:

- a. Biographical Data -- (first name or initial only) age, grade level, retentions, standardized test scores if available, unusual situations (5 pts)
- b. Testing Situation -- place, time, number of sessions, problems, etc. (5 pts)
- c. Tests Administered -- list of all tests given, including interest inventories, writing samples, etc and test administered correctly. (30 pts)
- d. Summary of Test Results -- results and summary of interests, information from writing samples, etc. (35 pts)
- e. Strengths -- summary of child's strengths (including things like attitude and willingness). Skill areas must be backed by test data (corroborate with evidence) and include details. (25 pts)
- f. Weaknesses -- summary of child's weaknesses (including things like attitude and self-concept). Skill areas must be backed by test data. Include details. (25 pts.)
- g. Recommendations -- specific suggestions for working with student (25 pts.)

### 2. Parent Workshop Plan (100 pts)

Small groups or individuals will develop a plan for a reading workshop that could be presented to parents during Open House, PTA, etc. Groups/individuals will present a summary of the plan to the class. Presentations should last approximately 8-10 minutes.

The plan should include:

- a. Purpose with specific objective and target audience indicated (10 pts.)
- b. Description of presentation (45 pts.)
- c. Materials/handouts to be provided (15 pts.)
- d. Evaluation of effectiveness (15 pts.)
- e. Letter to appropriate administrator proposing the session and providing a rationale for your choice of topic and the need for the session (15 pts.)

Groups/individuals will be given class time to read, critically reflect on readings, share personal insights and experiences regarding the topic, and develop the plan. All members of a group will participate in developing the plan and participate in the presentation. Group members are responsible for establishing reading goals and time lines and for arranging meetings outside of class time, if needed.

Books are on reserve in the Curriculum Lab, as are three notebooks with copies of articles relevant to the course. Relevant journals are available in Reese Library or online.

### 3. Reading Strategy (50 pts)

Individuals will share one strategy that could be used to remediate a reading skill. The strategy will be demonstrated to the class. Provide a handout describing the strategy including the objective, materials used, and grades that it would be appropriate for. Be sure to document resources using APA guidelines.

#### 4 Examination of a Reading Program (100 points)

Groups or individuals will research and report on a reading program. You are to determine the research base, theory, objectives, success rate, procedures, cost, materials, etc. of the program and write a brief summary evaluation of the program. Each group/individual will then provide a BRIEF 10-15 min. information session to the class about the program.

#### 5 Portfolio (major project for third course, but begun in first course and continued in second)

All participants will continue developing a portfolio which will demonstrate personal proficiency in the nine Georgia Standards for Reading Endorsement. The main focus for this course will be the Standards Four, Five, and Six, although other standards will be addressed. At the end of this third course, students will make individual presentations of the portfolio. Recommendation for endorsement will be based on the quality of the evidences of proficiency in all nine areas. A minimum level of competency must be reached for each level. (See the rubric for scoring the portfolio.)

Information in portfolios should be something that the student has processed in some way, not merely copies of information. Copies of articles are not useful, unless the student responds to them in some way, e.g., a reflection. Copies of worksheets are not useful, unless the student explains how they would meet reading goals. Copies of other person's handouts are not useful, unless the student responds to them in some way, e.g., a reflection or explanation of how it was used with students.

#### **Other Assignments:**

Participation in class discussions

Book share: During "working lunches," students will share a minimum of two books – worth 25 points Each.

Homework assignments – See schedule

Reflections – Total of 5 reflections worth 10 points each.

## BIBLIOGRAPHY

- Allen, J., Michalove, B., & Shockley, B. (1993). Engaging children: Community and chaos in the lives of young literacy learners. Portsmouth, NH: Heinemann.
- Anderson, R.C., Hiebert, E.H., Scott, J.A., and Wilkinson I.A.G. (1985). Becoming a nation of readers. Urbana, IL: NCTE.
- Askew, B. & Fontuas, I. (1998). Building an early reading process : Active from the start ! The Reading Teacher, 52, 126-134.
- Au, K.H. & Scheu, J.A. (1996). Journey toward holistic instruction: Supporting teachers' growth. The Reading Teacher, 49, 468-477.
- Bulgren, J. & Scanlon, D. (1997-1998). Instructional routines and learning strategies that promote understanding of content area concepts. Journal of Adolescent and Adult Literacy, 41, 292-302.
- Calkins, L.M. (1994). The art of teaching writing. Portsmouth, NH: Heinemann.
- Cecil, N.L. (2001). Activities for striking a balance in early literacy. Scottsdale, AZ: Holcomb Hathaway.
- Crafton, L.K. (1996). Standards in practice, grades K-2. Urbana, IL: NCTE.
- Cunningham, P. M. (2000). Phonics they use. New York, NY: Longman.
- Cunningham, P.M. & Allington, R.L. (1999). Classrooms that work: They can all read and write (2<sup>nd</sup> ed.). New York, NY: Longman.
- Davies, A., Cameron, C., & Politano, C. (1993). Making themes work. Winnipeg, Manitoba, Canada: Peguis Publishers.
- Feely, J.T., Strickland, D.S., & Wepner, S.B. (1991). Process reading and writing. New York: Teachers College Press.
- Fisher, B. & Medvic, E. (2000). Perspectives on shared reading – planning and practice. Portsmouth, NH: Heinemann.
- Gee Woo, D., Morrow, D., & Strickland, O. (1999). Literacy instruction in half and whole day kindergarten. New Jersey: International Reading Association.
- Fox, B.J. (1996). Strategies for word identification: Phonics from a new perspective. Englewood Cliffs, NJ: Prentice Hall.
- Fountas, I.C. & Pinnell, G.S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann.
- Fountas, I.C. & Pinnell, G.S. (2001). Guiding readers and writers grades 3-6: teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.
- Gillet, J.W. & Temple, C. (2000). Understanding reading problems : Assessment and instruction. (5<sup>th</sup> ed.) New York, NY: Longman.
- Goelman H., Oberg, A. & Smith, F. (Eds.) (1984). Awakening to literacy. Portsmouth, NH: Heinemann.
- Gunning, T.G. (1996). Creating reading instruction for all children. Boston MA: Allyn & Bacon.
- Hall, D. P. & Cunningham, P.M. (1997). Month by month reading and writing for kindergarten. Greensboro, NC: Carson-Dellosa Publishing Company
- Heald-Taylor, B.G. (1996). Three paradigms for literature instruction in grades 3 to 6. The Reading Teacher, 49, 456-466.
- Hiebert (1994). Getting reading right from the start. Needham Heights, MA: Allyn and Bacon.
- Hosking, N.J. & Terberg, A.S. (1998). Bridging the gap: Aligning current practice and evolving expectations for middle years literacy programs. Journal of Adolescent and Adult Literacy, 41, 332-340.
- Hoyt, L.H. (2000). Snapshots: Literacy minilessons up close. Portsmouth, NH: Heinemann
- Irvin, J.L. (1998). Reading and the middle school student: Strategies to enhance literacy. Needham Heights, MA: Allyn & Bacon
- Johns, J.L., Lenski, S.D., & Elish-Piper, L. (1999). Early literacy assessments & teaching strategies. Dubuque, IA: Kendall Hunt.
- Kennedy, M.M. (1990). Teaching academic subjects to diverse learners. East Lansing: National Center for Research in Teacher Education, Michigan State University.
- Lenski, S.D. & Johns, J.L. (2000). Improving writing: Resources, strategies, assessments. Dubuque, IA: Kendall Hunt.
- Mandel, L.M. (1993). Literacy development in the early years (2nd ed.). Boston: Allyn and Bacon.

- Moffett, J. & Wagner, M.J. (1992). Student-centered language arts, K-12 (4<sup>th</sup> ed.) Portsmouth, NH: Heinemann.
- Morrow, L.M. Tracey, D.H., & Maxwell, C.M. (Eds.) (1995). A survey of family literacy in the United States. Newark, DE: International Reading Association.
- National Council of Teachers of English (1996). Standards for the English language arts. Urbana, IL: NCTE.
- National Council of Teachers of English (1996). Guidelines for the preparation of teachers of English language arts. Urbana, IL: NCTE.
- Neuman, S.B. & Roskos, K.A. (1998). Children achieving: Best practices in early literacy. Newark, DE: International Reading Association.
- Pappas, C.C., Kiefer, B.Z., & Levstik, L.S. (1995). An integrated language arts perspective in the elementary school: Theory into action (2nd ed.). White Plains, NY: Longman.
- Reutzel, D.R. & Cooter, R.B. (2000). Teaching children to read : Putting the pieces together (3<sup>rd</sup> ed.). Columbus, OH : Merrill.
- Roller, C.M. (1998). So...What's a tutor to do? Newark, DE: International Reading Association.
- Roller, C.M. (1996). Variability, not disability. Newark, DE: International Reading Association.
- Routman, R. (1994). Invitations: Changing as teachers and learners K-12. Portsmouth, NH: Heinemann.
- Routman, R. (1996). Literacy at the crossroads. Portsmouth, NH: Heinemann.
- Silveroli, N.J. & Wheelock, W.H. (2001). Classroom reading inventory (9<sup>th</sup> ed.). Boston, MA: McGraw Hill
- Shanker, J.L. & Ekwall, E.E. (1998). Locating and correcting reading difficulties. (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Sierra-Perry, M. (1996). Standards in practice, grades 3-5. Urbana, IL: NCTE.
- Simmons, J.S. & Baines, L. (1998). Language study in middle school, high school, and beyond. Newark, DE: International Reading Association.
- Smagorinsky, P. (1996). Standards in practice: Grades 9-12. Urbana, IL: NCTE.
- Spiegel, D.L. (1998). Silver bullets, babies, and bath water: Literature response groups in a balanced literacy program. The Reading Teacher, 52, 114-124.
- Taylor, D. (1983). Family literacy: Young children learning to read and write. Portsmouth, NH: Heinemann.
- Taylor, D. & Dorsey-Gaines, C. (1988). Growing up literate. Portsmouth, NH: Heinemann.
- Taylor, D. & Strickland, D.S. (1986). Family storybook reading. Portsmouth, NH: Heinemann.
- Tompkins, G.E. (1997). Literacy for the 21st century: A balanced approach. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Vacca, R.T. & Vacca, J.L. (1999). Content area reading: Literacy and learning across the curriculum. New York, NY: Longman.
- Vacca, J.L., Vacca, R.T., & Grove, M.K. (2000). Reading and learning to read (4<sup>th</sup> ed.). New York, NY: Longman.
- Weaver, C., Gillmeister-Krause, L., & Vento-Zogby, G. (1997). Creating support for effective literacy education. Portsmouth, NH: Heinemann.
- Wilhelm J.D. (1996). Standards in practice: Grades 6-8. Urbana, IL: NCTE.
- Wilson, R.M. & Hall, M.A. (2001). Phonics, phonemic awareness, and word analysis for teachers. Columbus, OH: Merrill
- Wood, K.D. & Dickinson, T.S. (2000). Promoting literacy in grades 4-9: A handbook for teachers and administrators. Needham Heights, MA: Allyn & Bacon.