Delta State University
College of Education and Human Sciences
Division of Teacher Education, Leadership, and Research
Course Syllabus
CEL 314: Early Literacy Instruction I
Spring 2018

Instructor:
Phone:
Email:
Office Hours:

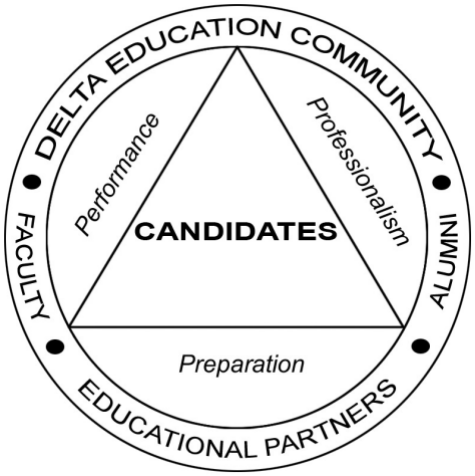
Course Outline

I. Course Designation: CEL 314 Early Literacy Instruction I

Concepts, materials, research, and teaching strategies for oral language development and systematic early reading and writing instruction, specific to concepts about print, phonemic awareness, and phonics. (3)

II. College of Education and Human Sciences Conceptual Framework

DELTA P³ MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor,** requiring an ever expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective,** a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic,** with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology,** infused throughout programs and services. (GP5)

III. Literacy Charge

The Division of Teacher Education has designed a comprehensive reading program to ensure our candidates gain the knowledge, skills, and dispositions essential for effectively teaching K-6 children the literacy skills necessary for a productive life. Varied theoretical underpinnings, research-based methods, and national standards, which include but are not limited to, the National Reading Panel and Common Core Standards, serve as guidelines for the professional knowledge and pedagogical knowledge taught in our program. Literacy courses are orchestrated in a manner that initially provides candidates with foundational knowledge of the essential elements of reading and writing. That knowledge is subsequently broadened and deepened with additional literacy courses as candidates progress through the program. The additional courses hone both the content and pedagogical knowledge candidates will need as they teach a diverse population of elementary students. This includes reading and writing as well as an understanding of children's literature, diagnosis of reading, and content area reading. Thus, by the completion of the program, candidates should be competent in teaching literacy skills to the diverse populations in the K-6 classroom, as well as have the content knowledge and pedagogical knowledge necessary for effective reading and writing instruction.

IV. References and Resources

A. Primary Texts and Resources

Moats, L. & Tolman, C. (2009). *LETRS Module 1: The Challenge of learning to read, second ed.* Frederick, CO: Sopris West.

Moats, L. (2009). *LETRS Module 2: The Speech sounds of English: Phonetics, phonology, and phonemic awareness, second ed*. Frederick, CO: Sopris West.
Moats, L. (2009). *LETRS Module 3: Spellography for teachers: How English spelling works, second ed.,* Frederick, CO: Sopris West.

Moats, L. & Hall, S. (2010). *LETRS Module 7: Teaching phonics, word study and the alphabetic principle*. Frederick, CO: Sopris West.

State Standards

Mississippi Department of Education. Mississippi College and Career State Standards: https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/MS-CCR-Standards-ELA.pdf

B. Supplemental Readings and Resources

Adler, C.R. (Ed.) (2001). *Put reading first: The research building blocks for teaching children to read.* Washington, D.C.: U.S. Department of Education.

Barksdale Reading Institute (n.d.). *The reading universe*.

Bear, D., Templeton, S., Invernizzi, M., & Johnston, F. (2011). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (5th ed.). Boston: Pearson.

Diamond, Linda & Thorsnes, B.J. (2008) Assessing Reading: Multiple Measures, 2nd Ed., Novato, CA: Arena Press

Gambrell, L. & Marinak, B. (2009). *Reading motivation: What the research says.* Retrieved from http://www.readingrockets.org/article/29624

Glaser, D., & Moats, L. (2007). *Foundations LETRS: An introduction to language and literacy.* Frederick, CO: Sopris West.

Honig, B., Diamond, L., & Gutlohn, L. (2008). *CORE Teaching Reading Sourcebook, 2nd ed.* Novato, CA: Arena Press.

National Early Literacy Panel (2008). *Developing early literacy: Report of the national early literacy panel.* Washington DC: National Institute for Literacy. Retrieved from https://www.nichd.nih.gov/publications/Pages/pubs_details.aspx?pubs_id=5750

Stone, C.A., Silliman, E.R., Ehren, B. J., & Wallach, G. P. (2014). *Handbook of Language and Literacy*, 2nd Edition. New York: Guilford.

- Adlof, S. & Perfetti, C. A. (2014). Individual differences in word learning and reading ability. (pp. 246-264, Chapter 14).
- Ehri, L., Cardoso-Martins, C. & Carroll, J.M. (2014). Developmental variation in reading words. (pp. 385-407, Chapter 21).
- Troia, G.A. Phonological processing deficits and literacy learning: Current evidence and future directions. (pp.227-245, Chapter 13).

C. Reference Text

National Reading Panel. (2000). *Report of the national reading panel: Teaching children to read.* Washington, D.C.: U.S. Department of Health and Human Services.

V. Purpose of the Course

The purpose of this course is to provide the foundations of early literacy development through the study of its history and related concepts, theories, and research-based instructional strategies and methodologies, to include formal and informal assessment methods.

A. Course Goals:

This course is designed to acquaint prospective teachers with research findings on reading development, reading difficulty, and principles of effective reading instruction. In addition students will acquire basic working knowledge of the speech sound system of English, the alphabetic writing system of English, the historical layers of English vocabulary, and the basic organizing structures in text.

Teachers must be able to identify and manipulate the English language structures they will be teaching to students. Language study in this course will include speech sounds (phonemes), syllables, meaningful parts of words (morphemes), and how these linguistic units are represented in print. Teachers will assess students and identify their instructional needs in the areas of phonemic awareness, phonics, spelling, and early word recognition and comprehension.

Participants will:

a) complete exercises requiring analysis of language at the phoneme, syllable, grapheme, and morpheme levels to better understand common student confusions and to facilitate learning;

b) identify the rule-based correspondences between speech and print to better define concepts and choose examples while teaching;

c) assess and analyze students' spelling, writing, and reading from a developmental model of orthographic learning;

d) teach lesson components in phoneme awareness, decoding, and spelling;

e) and evaluate reading instruction of their own and of their colleagues in role-playing situations, live observation, and on video in order to improve their own effectiveness with students.

(Moats, 2000)

Pre-requisites and/or co-requisites: None

B. Technology

Candidates will use a variety of technology resources as teaching and learning tools. These will include, but not be limited to, Canvas, PowerPoint, Promethean Board, Internet web searches, websites for teachers, and programs such as Microsoft Word for managing files. It is required that computers be used in creating Teacher Intern Assessment Instrument (TIAI) lesson plans as well as all other major assignments.

C. Diversity

Diversity Proficiencies Expected of all Candidates

Candidates will:

1. Develop the capacity to teach in diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 3)

2. Identify contextual factors that may influence student learning and act upon those factors in planning curriculum and instruction. (CF 2, 3, 4; DRS 2)

3. Establish classroom and school climate that reflects the belief that all students have the ability to learn. (CF 2, 3, 4; DRS 1, 2, 4)

4. Differentiate instruction and experiences based on contextual factors and the diverse needs of learners. (CF 2, 3, 4, 5; DRS 1, 2, 4)

5. Use appropriate assessment strategies to serve the diverse needs of learners. (CF 3, 4; DRS 1,2)

*CF = Delta P^3 Model; DRS = Dispositions Rating Scale

VI. Course Goals and Objectives

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(Moats, 2000)

Course Objectives:

Candidates will be able to

1. Understand reading as an integral process that results in comprehension/communication as a product. (ACEI 1, 2.1; INTASC 1, 2; ILA1.1; 1.4; CAEP 1; K-3 MSCCRS, IDA A-1, A-5)
   - 1.1 Define reading.
   - 1.2 Distinguish between the reading process and the reading product.
   - 1.3 Discuss the aspects of the reading process and their interdependent roles in comprehension/communication.
   - 1.4 Discuss the interrelated nature of oral and written language development.
   - 1.5 Discuss the role of the four-part processing model for word recognition.
     - 1.5.1 Phonological processor
     - 1.5.2 Orthographic processor
     - 1.5.3 Meaning processor
     - 1.5.4 Context processor
   - 1.6 Demonstrate an understanding of literacy terms, concepts, instruction, and related materials

2. Understand and apply the research base for effective reading instruction: principles, techniques, theories, philosophies and historical bases. (ACEI 1, 2.1, 2.6; INTASC 1, 2; ILA 1.1, 1.2; CAEP 1, *H.S. 1-8, IDA A-3)
   - 2.1 Discuss the principles of teaching reading as reflected by scientifically based reading research.
   - 2.2 Examine and reflect on self-developed reading instruction in light of theory, philosophy, student diversity, and best practices.

3. Understand and promote oral language development. (ACEI 1, 2.1; INTASC 1, 2, 6; IRA 1.3; CAEP 1; K-3 MSCCRS 1-10; IDA A-1, A-2, A- 4)
   - 4.1 Explain the stages of oral language acquisition.
     - 4.1.1 Explain the stages of English acquisition for ELLs.
   - 4.2 Define and discuss emergent literacy and its role in the development of early literacy instruction.
   - 4.3 Create a print-rich environment that utilizes environmental print to foster oral and written language development.
   - 4.4 Develop and demonstrate language experience activities that connect oral and written language.

5. Assess, formally and informally, the learning needs and gaps of individual children in order to guide precise instruction. (ACEI 1, 4; INTASC 2, 3, 7, 8; ILA 3.1, 3.3, 3.4; CAEP 4; K-3 MSCCRS 1; IDA D-1, D-4, D-6)

5.1 Administer an informal and formal phonemic awareness and phonics assessment.
5.2 Use assessment data to plan a lesson based on the student's needs.
5.3 Use assessment data to group students for instruction
5.3 Evaluate the effectiveness of instruction through follow-up assessment.
5.4 Demonstrate the use of alternate informal assessment methods (i.e. observation checklists, running records, student conferences).

6. Possess in-depth knowledge of phonemic awareness, the alphabetic principle, and the generalizations that govern the relationship between sounds and symbols (phonics). (ACEI 1, 2.1; INTASC 1,2; ILA 1.4; CAEP 3; K-3 MSCCRS; IDA B-1)
   6.1 Discuss metalinguistic awareness and its relationship to written language.
   6.2 Distinguish between phonological awareness, phonemic awareness, and phonics.
   6.3 Define the alphabetic principle.
   6.4 Define and demonstrate proficiency in the components of phonological awareness.
      6.4.1 Segmentation of sentences into words
      6.4.2 Syllable manipulation (blending, segmenting, deleting)
      6.4.3 Alliteration and assonance
      6.4.4 Onset and rhyme
      6.4.5 Discrimination and manipulation of phonemes
   6.5 Define and demonstrate proficiency in phonemic awareness.
      6.5.1 Identification
      6.5.2 Isolating
      6.5.3 Matching
      6.5.4 Blending
      6.5.5 Segmenting
      6.5.6 Manipulating
   6.6 Define phonics.
   6.7 Identify and demonstrate proficiency in graphophonic generalizations.
      6.7.1 Single consonants
      6.7.2 Short vowels and closed syllables
      6.7.3 Consonant digraphs
      6.7.4 Consonant blends
      6.7.5 Long vowels, open syllables
      6.7.6 R-controlled vowels
      6.7.7 Diphthongs
      6.7.8 Vowel digraphs
      6.7.9 Other vowel sounds and schwa
   6.8 Discuss the facets of syllabication
   6.9 Discuss the facets of structural analysis.
   6.10 Discuss common spelling patterns and rules.

7. Understand how concepts of print, phonics and phonemic awareness are learned by children and why they are important to the reading and writing process. (ACEI

1, 2.1, 2.6; INTASC 1, 2; IRA 1.1, 1.4; CAEP 1; K-3 MSCCRS; H.S. 1-8; IDA A-5, A-6)

- 7.1 Explain the reciprocal nature of the developmental stages of oral and written language and reading development.
- 7.2 Discuss the role of concepts of print, phonics, and phonemic awareness in reading fluency and comprehension.
- 7.3 Explain instructional considerations for facilitating the acquisition of concepts of print, phonics, and phonemic awareness.
- 7.4 Discuss the role of sight words and high-frequency words in literacy development.
- 7.5 Evaluate reading instruction observed in a primary classroom setting.

8. Possess and be able to apply a wide variety of explicit instructional strategies for helping beginning readers/writers learn concepts about print, phonemic awareness, and phonics to include work with English Language Learners. (ACEI 2.6, 3.1, 3.2, 3.3, 3.4, 3.5; INTASC 1, 2, 3, 4, 7; ILA 1.4, 2.1, 2.2, 2.3; CAEP 3; K-3 MSCCRS; H.S. 2; IDA E-1, E-2)
   - 8.1 Discuss the implications of explicit and implicit instruction as described by the literacy research
   - 8.2 Define concepts of print and demonstrate strategies to explicitly teach the following:
     - 8.2.1 Book knowledge
     - 8.2.2 Directional concepts
     - 8.2.3 Structural concepts
     - 8.2.4 Meaning concepts
     - 8.2.5 Phonological concepts.
   - 8.3 Demonstrate strategies that support graphophonic and sight-word instruction.
   - 8.4 Develop activities to teach phonemic awareness, phonics, and/or word recognition using physical activity or movement
   - 8.7 Demonstrate the ability to develop and manage reading groups

9. Understand the impact of national and state standards and literacy research on classroom literacy instruction. (ACEI 1, 5.1; INTASC 1, 2, 4, 7; ILA 5.1; CAEP 1; K-3 MSCCRS, IDA-F)
   - 9.1 Discuss the International Dyslexia Association, International Literacy Association and NCTE's role in the development of literacy standards
   - 9.2 Discuss the Mississippi College and Career Readiness Standards and their use in the development of reading instruction
     - 9.2.1 Use the MSCCRS for developing foundational skills literacy lessons and evaluate where supplemental instruction may be necessary
     - 9.2.2 Use the benchmarks for assessing literacy skills
   - 9.3 Explain the *Report of the National Reading Panel*'s implications for classroom reading instruction
   - 9.4 Discuss the *Reading Universe*

VII. Course Requirements and Related Evaluations

Course Requirements:

	Explanations*	Points
Unit tests 4 @ 100 pts.	Unit tests will be based on the course objectives that are completed according to the course outline including preparation for the Foundations of Reading assessment objectives.	400
1 @ 150 pts.	Final exam	150
Phonics Proficiency Quiz	Consonants/vowels/blends/digraphs generalizations ("A" required to pass this course)	50
	Oral phonics proficiency (appointment required) ("A" required to pass this course)	100
Research Article Reviews 3 @ 15 pts. each	Candidates will read, summarize, evaluate, and propose instructional applications of the information from selected peer-reviewed research articles from the approved list.	45
Phonemic Awareness Activities 1 @ 20 pts.	Candidates will design three phonemic awareness lessons / activities that explicitly teach a phonemic awareness concept. Demonstrations in class.	20
Phonics Activities 1 @ 20 pts.	Candidates will design three phonics lessons/activities that explicitly teach a phonics concept. Demonstrations in class.	20

***Field Experiences**

***Administration of Informal Phonemic Awareness and Phonics Assessment	Candidates will administer an *Informal Decoding and PA Survey* to a kindergarten, first or second grade student and will interpret the results. Results will be used to plan instruction for one elementary student. Submit assessment report to Canvas.	20
***Phonemic Awareness Lesson Plan 1@ 30 pts.	Candidates will develop one phonemic awareness lesson plan based on the results of the phonemic awareness assessment and teach one plan to his/her	30

	student at a local elementary school. The teacher candidate must complete the field experience to successfully complete this course.	
***Phonics Lesson Plans 1 @ 30 pts.	Candidates will develop one phonics lesson plan based on the assessment results. One plan will be demonstrated in class and taught to his/her assigned student at a local elementary school. The teacher candidate must complete the field experience to successfully complete this course.	30
Reflection on Teaching 2 @ 5 each	Candidates will write a brief reflection on their teaching experiences. One will address the phonemic awareness lesson and one will address the phonics lesson.	10
Professionalism	Candidates will behave in a professional manner. Class attendance, punctuality, and positive, focused participation and attention in class without cell phone and technology distraction all count toward professionalism. Work should be turned in by the due date/time. **Extenuating circumstances will be taken into account by the professor. Adjustments made to the grade due to extenuating circumstances will be at the professor's discretion.**	25

TOTAL: 900 pts.

Grading Scale:

94-100 A 84-93 B 74-83 C 65-73 D 0-64 F

VIII. Course Outline (subject to modification)

- A detailed course calendar with due dates will be provided.

Week 1 ***The research behind the actions of literacy educators.***

Article review one.

- Shared reading of a research article (modeling research article review): Eden, G. (2014) IDA Fact Sheet: "Dyslexia and the Brain." Retrieved from eida.org

Readings: LETRS Module 1- *Chapters 1-2*

Objectives:

(1.1) *Survey the evidence that reading problems are common.*

(1.2) *Examine the ways that spoken and written language differ.*
Explain the special characteristics of "academic language."
Contrast alphabetic writing with non-alphabetic writing.

Experience "learning to read" with novel symbols.

- National and state reading statistics
- Oral language development
- Introduction to language systems
- Four-part processing system

Week 2 ***New evidence about learning to read***

Reading: Research article #2 selected from the attached list.

- Research article review due as Canvas submission.

Seidenberg, M. (2014) The science of reading and its educational implications. PubMed LLD (Language Learning and Development), 9, 331-360, National Institutes of Health, Public Access.

***How children learn to read* – Research Base Readings:** LETRS Module 1- Chapters 3-5

Objectives:

(1.3) *Survey the skills that support proficient reading.*
Understand what eye movement studies reveal about reading.
Identify and describe the role of four major brain-processing systems in recognizing printed words.
Contrast the Four-Part Processing model with a cueing systems model.

(1.4) *Describe how decoding and comprehension contribute to reading skill over time.*
Become familiar with the conceptions of reading development by Scarborough (2001), Chall (1996), and Ehri and Snowling (2004).
Examine children's writing, spelling, and reading and describe the phases of development for each skill.

(1.5) *Define dyslexia.*
Describe subtypes of reading disability.
Understand how activation patterns in the brain change in response to instruction.

- Brain development, cognitive systems, and reading and spelling development
- Research by Scarborough (Rope Model of Reading Development), Chall (Stages of reading development), and Ehri and Snowling (Reading Progression)
- Five essential components of comprehensive reading instruction
- Dyslexia and other causes of reading challenges
- Scientific research: qualitative and quantitative

Week 3 ***Phonology and phonological awareness***

Readings: LETRS Module 1 – Chapter 6-7
Phonics demonstration lessons: Video viewing.

Reading: Research article #3 selected from the attached list.

- Research article review due as Canvas submission.

Objectives:

(1.6) *Know the characteristics of scientifically conducted reading research.*
Identify trustworthy sources for research reviews.
Understand the meaning of "effect size" in intervention research.
Survey evidence that teaching makes a difference in student outcomes.

(1.7) *Enumerate the characteristics of successful reading initiatives.*
Understand why intensive effort is necessary.
Contrast a Response to Instruction (RtI) approach with a discrepancy model for identifying students who need special education.
Outline the practices of a "multi-tiered" approach to organizing reading instruction school-wide.

Data utilization

- Introduction to phonology definition and examples of phonological awareness tasks and activities.
- Why phonological awareness is necessary for early reading development – the linguistic foundation for decoding, spelling, and word discrimination.

Week 4 ***Speech sounds of English, phonology and spelling, & language differences***

Readings: LETRS Module 1 –Chapter 7 and **review**

Objectives:

- Discovery and exploration of the speech sound system of English, consonant and vowel inventories.
- Dialect differences with emphasis on African American Vernacular English
- Phonemic awareness and phonics demonstration lessons in class

TEST 1 – Module 1

Week 5 ***Teaching Phonological Skills***

Readings: LETRS Module 2 – Chapters 1-4

Objectives:

(2.1) *Define and appropriately use the "phon" words.*
Respond to a range of phonological tasks.
Know why explicit teaching of phonological skill is important.
Understand the typical progression of phonological skill development.
Orally segment any word by syllable, onset-rime, and phoneme.

(2.2) *Pronounce the consonant and vowel phonemes accurately.*
Understand and be able to reproduce the consonant and vowel charts.

(2.3) *Recognize phonological influences on young students' spelling.*

(2.4) *Recognize that most dialect differences are rule-based.*
Compare the phonemes of Spanish to those of English.

- Principles of teaching phonological skills

- Progression from phonology to orthography
- Video viewing of demonstration lessons
- Discovery and exploration of the speech sound system of English, consonant and vowel inventories.
- Dialect differences with emphasis on African American Vernacular English
- Phonemic awareness and phonics demonstration lessons in class

Week 6 ***Readings:*** **LETRS Module 2 – Chapters 5 - 6**

Objectives:
(2.5) *Survey and role-play a variety of teaching activities.*
(2.6) *Investigate tools for screening and diagnosing problems with PA.*

- Introduction /demonstration of diagnostic inventories: CORE Assessments, Lindamood-Bell Auditory Conceptualization (LAC-3), and Beginning Decoding Survey from Really Great Reading
- Demonstration of diagnostic inventory: Comprehensive Test of Phonological Processing (CTOPP).
- Phonemic awareness demonstration lessons, professor modeled lesson whole group and teacher candidates' demonstration in small groups.

TEST 2 – Module 2

Week 7 ***Spellography for teachers: How English spelling works***
Readings: LETRS Module 3, Chapters 1-4

Objectives:
(3.1) *Review the brain systems that support reading.*
Review consonant and vowel sounds.
(3.2) *Survey how modern English developed.*
(3.3) *Identify the most common consonant and vowel graphemes in English.*
(3.4) *Sort words to understand some common "choice" patterns in phoneme-grapheme correspondence.*

Week 8 ***Spellography for teachers: How English spelling works***
Readings: LETRS Module 3, Chapter 5
Demonstrations and practice of assessments.
Examine a progression of phonological and orthographic skill development.
Preview five principles that govern English spelling.

Week 9 ***Spellography for teachers: How English spelling works***
Readings: LETRS Module 3, Conclude

Objectives:
(3.6) *Identify examples of morphemes.*
Distinguish two kinds of suffixes.
Explain the inflectional suffixes of –ed and –s.
Distinguish morphemes from syllables.

Fieldwork – Assessment
Teacher candidate will administer an assessment of one-on-one to a student in K, 1st or 2nd grade.

TEST 3 – Module 3

Week 10 **Readings: LETRS Module 7, Chapters 1-2**

Objectives:
(7.1) *Distinguish and elaborate definitions for the terms phoneme awareness, the alphabetic principle, and phonics.*
Understand how these three concepts are related. Describe the role of phonics in the broader topic of word recognition.
(7.2) *Understand the "pendulum swings" in phonics and reading instruction. Review selected research findings about phonics instruction.*

Fieldwork – Phonemic awareness
Teacher candidate will conduct a lesson one-on-one to a student in K, 1st or 2nd grade for phonemic awareness based on the assessment results from previous week.

Week 11 **Readings: LETRS Module 7, Chapters 3-4**

Objectives:
(7.3) *Define and identify the characteristics of these types of reading instruction: explicit vs. non-explicit, systematic vs. non-systematic, and sequential vs. non-sequential. Determine the type of reading instruction of a program.*
Understand "Discovery (inductive) Learning" and its role in instruction.
(7.4) *Practice teaching routines and techniques that are typical of explicit phonics instruction.*

Fieldwork – Phonics
Teacher candidate will conduct a lesson one-on-one with a student in K, 1st or 2nd grade for phonics based on the assessment results from the assessment.

LETRS Test #3

Week 12 ***Teaching phonics, word study, and the alphabetic principle***
Readings: LETRS Module 7, Chapters 5 -6

Objectives:
(7.5) *Become familiar with the structure, sequence, and purpose of an explicit, systematic phonics lesson.*
(7.6) *Understand the role of assessment in remediation.*

Test 4 – Module 4

Week 13 **Classroom Applications**
Demonstrations in class

Week 14 **Review week**
Classroom Applications
Demonstrations in class continue

Week 15 **Final Exam**

IX. Instructional Methods

The instructional methods used to accomplish the goals and related objectives include lecture, modeling, class discussion, cooperative learning activities, simulations, demonstrations, video demonstration lessons, and field observations and experiences.

X. General Course Information

Library. Requirements for courses include activities, projects, and/or papers where use of the University library is essential. Library hours are posted on the university website. The Instructional Resource Center in the library houses important materials useful specifically for education majors. Library resources are also available online. DSU students may secure access information by visiting the DSU Roberts Library.

Class Attendance. Students are expected to attend all class meetings. Only authorized absences will be recognized for make-up work missed. Students will be entitled to make up work according to the following regulations: in cases of personal illness and illness within the student's immediate family (medical excuse required); in cases of death in the immediate family; personal emergencies (handled on an individual basis at the discretion of the instructor); and absences authorized by the Vice-President for Academic Affairs. Please refer to the University policy on class attendance and absences in the ***DSU Bulletin.***

Absences – Monday, Wednesday and Friday classes allow 10 absences. On the eleventh absence, a grade of F will be entered. Tuesday and Thursday classes allow 7 absences. On the eighth absence, a candidate earns a grade of F for the class. Absences count from the first class meeting even if the candidate was not registered for the class. All absences count, even if an excuse (example: doctor's excuse) is turned in. A grade of F will be entered if a student misses a field placement experience (unless there is an extreme extenuating circumstance with corrective actions and determination solely at the discretion of the instructor).

Tardies **–** A student is considered tardy at 1 minute after the class start time. Three tardies will be equal to one absence and will be added with any other absences recorded by the professor. If a candidate comes in late, it is his or her responsibility to be sure the professor has counted him/her tardy and not absent at the end of that class meeting. After 10 minutes of class, the candidate will be considered absent even if he/she comes in after the 10 minutes.

A course grade of F is automatically given when total absences exceed 25 percent of scheduled classes and activities. Absences begin accumulating at the first class meeting listed in the University schedule. Please refer to the University policy on class attendance and absences in the ***DSU Bulletin.***

Course Deadlines. Failure to meet a course deadline for submitting projects, activities, and/or papers will result in a grade penalty. At the discretion of the instructor, for each late project, activity, or paper, the grade can be lowered by as much as one letter. Incompletes will not be given except for extenuating circumstances determined by the instructor and with prior approval of the division chair. For a grade of I, the instructor has the prerogative to reduce the final course credit grade by one letter. Please refer to the university policy on grades in the ***DSU Bulletin.***

Examinations. Students are expected to take examinations at the scheduled times. Should an authorized absence occur on a test date, then prior to the next scheduled class meeting, the student is to contact the instructor and make arrangements for the make-up examination. If a student fails to follow this procedure he or she should be prepared to take the make-up examination at the next scheduled class meeting.

***Cheating and Plagiarism*.** Cheating and plagiarism are not to be tolerated. If cheating or plagiarism is suspected or established, university policy will be followed.

Accountability for Individual Work. Unless otherwise directed, all papers and assignments are to represent the individual student's efforts. Students submitting a personal assignment that represents the collaborative works of others or the work of another individual will not be given credit for the assignment. If the offense constitutes cheating or plagiarism, university policy will be followed.

Accommodation of Disabilities. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs. Students are also directed to contact the Disability Director for the University who will coordinate the accommodations process.

Pay for Print. The University campus provides Pay-for-Print copying services at key locations campus-wide. Students are responsible for the costs of printing a copy of papers and other assignments.

Dead Week. Faculty members follow University guidelines when planning classes and assignments during Dead Week. According to University policy, tests and assignments outlined in the syllabus at the onset of the course are permissible. Please refer to the ***DSU Bulletin*** for further explanation regarding Dead Week.

E-mail
If a student wishes to e-mail the professor, they should do so through Canvas.

XI. Alignment of Course Goals/Content/Standards

Goal/ Objective	Activity	Assessment	Standards ACEI	INTASC	ILA	CAEP	Concept. Framework	IDA
Goal 1 Objectives 1.1-1.6	Readings, Discussion , cooperative group work Compile notebook throughout the course	Unit test Rating scale for notebook	1, 2.1	1, 2	1.1 1.4	1.1 1.2	GP1	A-1 A-5
Goal 2 Objectives 2.1-2.5	Readings, Discussion, Examine published reading programs, Research article reviews	Unit test Rating scales	1, 2.1	1, 2	1.1 1.2	1.1 1.2	GP1, GP2	A-3
Goal 2 Objective 2.6, 2.7	Readings, Discussions, Reviews	Rubric	5.1, 5.2	1, 2	1.1 1.2	1.1 1.2	GP5	A-3
Goal 3 Objectives 3.1-3.5	Readings, Discussion, Demonstrations Develop book list, Reflective Journal Entries	Observation Rubrics Rating Scale	3.1, 3.2, 3.4	1, 2, 3, 5	1.3, 4.1, 4.2, 4.3, 4.4	1.2 4	GP1, GP3	
Goal 4 Objectives 4.1-4.4	Readings, Discussions, Simulations, Cooperative group work,	Unit test Rubrics for plans/ demonstrations	1, 2.1	1, 2, 6	1.3	1.3 1.4	GP1	A-1 A-2 A-4
Goal 5 Objectives 5.1-5.4	Readings, Discussions, Administer informal phonics assessment, demonstration in class and during field experience, Lesson planning	Rubrics	1, 4	2, 3, 7, 8	3.1, 3.3, 3.4	1.3 1.4 1.5 2.1 2.2 2.3 4.2	GP2, GP4	D-1 D-4 D-6

Goal/ Objective	Activity	Assessment	Standards ACEI	INTASC	ILA	CAEP	Concept Frame-work	IDA
Goal 6 Objectives 6.1-6.9	Readings, Cooperative Learning and Demonstrations, Individual oral phonics proficiency sessions, Phonics proficiency quizzes, Simulations, Research articles	Unit test Rubric Observations Graphophonic proficiency quizzes Rating scale for oral phonics proficiency	1, 2.1	1, 2	1.4	2.1 2.2 2.3 3	GP1	B-1
Goal 7 Objectives 7.1-7.5	Readings, Discussions, Cooperative learning, Field observations	Unit test Rating Scale	1, 2.1	1, 2	1.1 1.4	1.1 1.2 1.3	GP1	A-5 A-6
Goal 8 Objectives 8.1-8.7	Readings, Discussions, Phonemic Awareness activity, Phonics lesson plans, Demonstrations of activities and plans, Picture File, Reflective journal entry	Unit test Rubrics Grading checklist for picture file	3.1, 3.2, 3.3, 3.4, 3.5	1, 2, 3, 4, 7	1.4, 2.1, 2.2, 2.3	3	GP1	E-1 E-2
Goal 9 Objectives 9.1-9.4	Readings, Discussions, Application of IRA standards, MSLAF, NRP, and MRRM to lesson planning, demonstrations, and teaching activities	Unit test Components of rubrics and rating scales	1,5	1, 2, 4, 7	5.1	1.3 1.4	GP4	F
Goal 10 Objectives 10.1-10.3	Readings, Discussions, Hands-on experience with literacy technology, demonstrations	Unit test Observation Components of rubrics and rating scales	3.5	3	4.2	1.5	GP5	

Foundations of Reading Test Preparation

Objectives from the Foundations of Reading Test will be addressed in course content. Retrieved from Mississippi Department of Education.

0001 Understand phonological and phonemic awareness.

- For example: the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word); the role of phonological awareness and phonemic awareness in reading development; the difference between phonemic awareness and phonics skills; levels of phonological and phonemic awareness skills (e.g., rhyming, segmenting, blending, deleting, substituting); strategies (e.g., explicit, implicit) to promote phonological and phonemic awareness (e.g., distinguishing spoken words, syllables, onsets/rimes, phonemes); and the role of phonological processing in the reading development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0002 Understand concepts of print and the alphabetic principle.

- For example: development of the understanding that print carries meaning; strategies for promoting awareness of the relationship between spoken and written language; the role of environmental print in developing print awareness; development of book handling skills; strategies for promoting an understanding of the directionality of print; techniques for promoting the ability to track print in connected text; strategies for promoting letter knowledge (e.g., skill in recognizing and naming upper-case and lower-case letters); letter formation; strategies for promoting understanding of the alphabetic principle (i.e., the recognition that phonemes are represented by letters and letter pairs); use of reading and writing strategies for teaching letter-sound correspondence; and development of alphabetic knowledge in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0003 Understand the role of phonics in promoting reading development.

- For example: explicit strategies for teaching phonics; the role of phonics in developing rapid, automatic word recognition; the role of automaticity in developing reading fluency; interrelationships between decoding, fluency, and reading comprehension; the interrelationship between letter-sound correspondence and beginning decoding (e.g., blending letter sounds); strategies for helping students decode single-syllable words that follow common patterns (e.g., CVC, CVCC, CVVC, CVCe) and multisyllable words; methods for promoting and assessing the use of phonics generalizations to decode words in connected text; use of semantic and syntactic clues to help decode words; the relationship between decoding and encoding (e.g., analyzing the spellings of beginning readers to assess phonics knowledge, using spelling instruction to reinforce phonics skills); strategies for promoting automaticity and fluency (i.e., accuracy, rate, and prosody); the relationship between oral vocabulary and the process of decoding written words; specific terminology associated with phonics (e.g., phoneme, morpheme, consonant digraph, consonant blend); and development of phonics skills and fluency in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0004 Understand word analysis skills and strategies.

- For example: development of word analysis skills and strategies in addition to phonics, including structural analysis; interrelationships between word analysis skills, fluency, and reading comprehension; identification of common morphemes (e.g., base words, roots, inflections and other affixes); recognition of common prefixes (e.g., un-, re-, pre-) and suffixes (e.g., -tion, -able) and their meanings; knowledge of Latin and Greek roots that form English words; use of syllabication as a word identification strategy; analysis of syllables and morphemes in relation to spelling patterns; techniques for identifying compound words; identification of homographs (i.e., words that are spelled the same but have different meanings and may be pronounced differently [e.g., bow, part of a ship/bow, to bend from the waist; tear, a drop of water from the eye/tear, to rip]); use of context clues (e.g., semantic, syntactic) to help identify words and to verify the pronunciation and meaning of words; and development of word analysis skills.

Research Articles for reflection and article reviews.

Follow format below and submit to Canvas by the due dates.

Boyer, N. & Ehri, L.C. (2011). Contribution of phonemic segmentation instruction with letters and articulation pictures to word reading and spelling in beginners. *Scientific studies of Reading*, 15(5), 440-470.

Eden, G. (2014) IDA Fact Sheet: "Dyslexia and the Brain." Retrieved from eida.org.

Joshi, R.M., Treiman, R., Carreker, S., & Moats, L.C. (Winter 2008-2009). How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*. (Downloadable from aft.org publications)

Knight-McKenna, M. (2008). Syllable types. Teaching Exceptional Children. (40)3, 18-24.

Scarborough, H.S., & Brady, S.A. (2002) Toward a common terminology for talking about speech and reading: A glossary of the "phon" words and some related terms. *Journal of Literacy Research*, 34 (3) 299-336.

Seidenberg, M. (2014) The science of reading and its educational implications. PubMed LLD (Language Learning and Development), 9, 331-360, National Institutes of Health, Public Access.

Shankweiler, D. & Fowler, A.E. (2004). Questions people ask about the role of phonological processes in learning to read. *Reading and Writing: An Interdisciplinary Journal*, *17*, 483-515.

Sherman, C. (2011) "Visualizing how we read." Dana Foundation article for the International Dyslexia Association eNewsletter.

Article review format:

Heading
Name
Course number and section
Date submitted

Bibliographical information in APA format **(2 points)**

10 Key terms listed and defined **(3 points)**

Summary (250 words minimum in APA format) **(5 points)**

Implications for teaching (200 words minimum in APA format) **(5 points)**

Delta State University
College of Education
TIAI LESSON PLAN

Teacher Intern _____

Subject/Topic/Unit _____

Grade Level _____

Date _____

I. Main Ideas/Conceptual Understanding/Goals

II. Specific Objectives
*** Enrichment Objectives**
**** Remedial Objectives**

III. Procedures

A. Introduction/Motivation

B. Study/Learning

C. Culmination

D. Follow-up

IV. Materials/Resources

V. Evaluation related to objectives

Teacher **Page** 1.1

Subject/Topic/Unit Lesson Plan **Date:** **Grade**

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources
MSCCRS- RF.K. Objective:		**A. Introduction** *(Phonemic Awareness)* 1. **B. Study/Learning** **C. Culmination** 1. **D. Follow-Up** 1.	

I. Main Ideas/Conceptual Understandings/Goals:

Delta State University
College of Education
LESSON PLAN OUTLINE

I. Main Ideas/Conceptual Understanding/Goals

II. Specific Objectives
*** Enrichment Objectives**
**** Remedial Objectives**

III. Procedures

A. Introduction/Motivation
1. **Relate to experiences/prior knowledge**
2. **Involve the learner**
3. **Statement of learning (purpose of lesson)**
   - **a. for the lesson**
   - **b. for life**

B. Study/Learning (You must teach here.)
1. **Explanation (choose appropriate strategies)**
   - **a. definitions**
   - **b. process**
   - **c. content**
   - **d. examples**
   - **e. modeling/demonstrations**
2. **Activity/Practice**
   - **a. guided practice**
   - **b. independent practice**

C. Culmination (closure)
1. **Summarize the learning**
2. **Involve the learner**

D. Follow-up (related to the objective)
1. **Practice and reinforcement (homework, games, etc.)**
2. **Evaluation (when and how will you evaluate for your objective(s)?)**

NOTE: Good questioning should be used throughout the lesson. Attention should be given to the use of Bloom's Taxonomy and how to have students respond to questioning (sampling, total group, signaled response, etc.). Always remember to "ask, pause, call" when questioning.

Phonemic Awareness and Phonics Activities

For this assignment, you are to create (or find and modify) one phonemic awareness activity and one phonics activity. Please post the activities on Canvas. This is set up as a discussion so everyone in the class can see, share, and steal your wonderful ideas. That's what teachers do!

An example of a **phonemic awareness activity** follows on the next page.

For more information on the use of Elkonin boxes as in the sample activity below, you may want to visit http://www.readingrockets.org/strategies/elkonin_boxes

Objective:
Students will manipulate sounds in a consonant-vowel-consonant syllable pattern with short vowel sounds. (RF.K.2.1. c & d. and RF.1.2. c. & d.)

Materials for each child:
Elkonin boxes sheet
5 different colored tokens (may be small cubes or colored chips)

Materials for teacher:
Tracking lists of ten words-real and/or nonsense words.

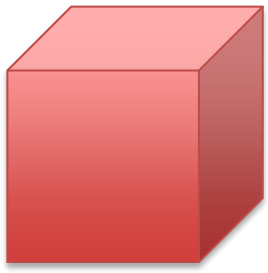
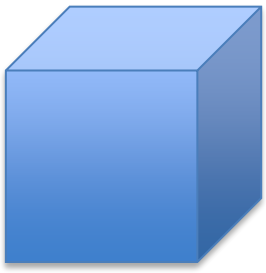
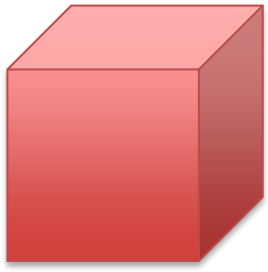
1. mop, map, man, mat, rat, bat, bit, hit, hid, sid.
2. pen, ped, ted, bed, bud, buk, zuk, zup, zip, rip

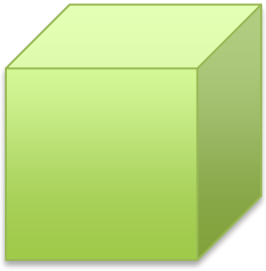
Procedure:
1. Distribute materials for each child
2. Ask students to organize colors in the following order:
   red, blue, green, yellow, orange
3. Ask students to repeat the word you just said and place one token for each sound that they hear as you pronounce a word.

4. Students place one token per sound in a square on the Elkonin boxes. For the next word, students change only the token where the change occurs.

5. Continue through all ten words.

Example: Teacher says "mop."
Students place red, blue, green.

<table>
<tr><td>  </td><td>  </td><td> </td></tr>
<tr><td>Teacher says "map."
  </td><td>Students change blue token

to
yellow.</td><td>  </td></tr>
</table>

Continue through the entire track of ten words.

Format for your activities:

Objective(s): Must be phonemic awareness or phonics

Use MS College and Career Readiness Standards numbers and words.

Materials for each child:

Materials for teacher:

Procedure:
Include all steps in the lesson.

1.
2.
3.
4.
5.
6.
7.
8.
etc.

Source for information:

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