

**Delta State University**  
**Division of Teacher Education**  
**Elementary Education Program**  
**Class Meeting: TR 8-9:15 EW 225**

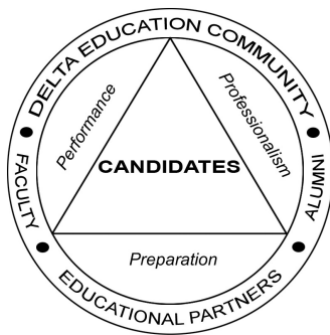
**I. Course Designation: CEL 315 Early Literacy Instruction II**

Concepts, materials and teaching strategies for oral language development and early systematic reading and writing instruction, specific to vocabulary, fluency, and comprehension. (3)

Pre-requisites: CEL 310 and CEL 314

**II. College of Education Conceptual Framework**

**DELTA P<sup>3</sup> MODEL**



**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively effect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger 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. **General Course Goals and Objectives**

Students will gain an understanding of the foundational knowledge that is necessary for developing and implementing appropriate early literacy instruction.

Students will understand how instructional strategies and curriculum materials are used in the early literacy classroom.

Students will understand the role of assessment, diagnosis and evaluation in early literacy instruction.

Students will understand the impact of a literate environment on early literacy instruction.

Students will understand professional practices that facilitate growth as an early literacy teacher.

### IV. **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.

### V. **Subject Matter/Content**

#### A. **Primary Texts and Resources**

Woods, M., & Moe, A. (2011). *Analytical Reading Inventory* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

Moats, L.C. & Hennessey, N. (2010). *LETRS Modules 4-6 (2<sup>nd</sup> edition)*. Sopris West: Boston, MA.

### **Supplemental Texts 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*.

Beck, Isabel, McKeown, M., Kugan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. (2nd ed). New York: Guilford Press.

Diller, D. (2007) *Making the most of small groups: Differentiation for all*. Portland, Maine: Stenhouse Publisher

Fox, B. (2007) *100 activities for developing fluent readers: Patterns and applications for word recognition, fluency, and comprehension*. (2nd ed.). Boston: Pearson/

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

*Hart & Risley (1995). Meaningful Differences in the Everyday Experience of Young American Children.*

Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. (2<sup>nd</sup> ed.). Portland, Maine: Stenhouse Publishers.

Mississippi Department of Education. Common Core State Standards in English Language Arts.

Mississippi Reading Reform Model (MRRM):  
<http://www.msreads.org/mrrm/mrrm.html>

National Early Literacy Panel (2008). *Developing early literacy: Report of the national early literacy panel*. Washington DC: National Institute for Literacy.

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.

RAND (2002). *Reading for Understanding*. Prepared for the Office of Education Research and Improvement. RAND.

Reutzel, D. & Cooter, R. (2008). *Teaching children to read: The teacher makes the difference*, 5<sup>th</sup> ed. Upper Saddle River: Pearson.

### Websites

[www.dww.edu.gov/](http://www.dww.edu.gov/) Doing What Works—Researched Based Practice  
<http://www.fcrr.org/for-educators/sca.asp> “Student Center Activities” -ideas for reading instruction & activities  
<http://www.fcrr.org/assessment/ET/index.html> “Empowering Teachers”- research-based literacy resources  
[www.mde.k12.ms.us](http://www.mde.k12.ms.us) “Mississippi Department of Education”

## B. Content Topics

The purpose of this course is to broaden the candidate's knowledge base of the foundations of early literacy development and instruction through continued study of its history and related concepts, theories, and research-based instructional strategies and methodologies, to include formal and informal assessment methods. The course will focus on vocabulary development, fluency, and comprehension. The content and methodology learned in this course will build on Early Literacy I and will equip the candidate with the knowledge, skills and instructional competencies necessary to meet the diverse needs of all learners including English Language Learners and those with exceptionalities.

## C. Technology Statement

Candidates will use a variety of technology resources as teaching and learning tools. These will include, but not be limited to, Canvas, Taskstream, PowerPoint, Promethean Board, Internet web searches, websites for teachers, and programs such as Microsoft Word for managing files. It is required that word processors be used in creating lesson plans and other assignments.

## D. 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<sup>3</sup> Model; DRS = Dispositions Rating Scale

## V. Specific 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; IRA 1.1; 1.4; NCATE 1; K-3 MSLAF 1,2; IDA: A, B, E-3, E-4, E-5 )
  - 1.1 Discuss the process of gaining communication from written words.
  - 1.2 Explain factors related to readers that affect comprehension.
    - 1.2.1 Reader's schemata
    - 1.2.2 Sensory and perceptual abilities
    - 1.2.3 Thinking abilities
    - 1.2.4 Affective aspects
  - 1.3 Explain factors related to the reading situation that affects comprehension.
    - 1.3.1 Purposes for reading
    - 1.3.2. Audience
    - 1.3.3. Importance of task to student
  - 1.4 Explain factors related to the text that affects comprehension.
    - 1.4.1. Sentence comprehension
    - 1.4.2 Text structure
      - 1.4.2.1 Narrative text
      - 1.4.2.2 Expository text
    - 1.4.3 Organizational patterns
  - 1.5 Discuss the interaction of the reader, the reading situation, and the text which results in comprehension.
  - 1.6 Demonstrate an understanding of literacy terms, concepts, instruction, and related materials in relation to vocabulary, fluency, and comprehension.
  - 1.7 Explain the simple view of reading.
2. understand and apply the research base for effective reading instruction: principles, techniques, theories, philosophies and historical bases. (ACEI 1, 2.1; INTASC 1,2; IRA 1.1, 1.2; NCATE 1; IDA A, E-3, E-4, E-5)
  - 2.1 Evaluate research on vocabulary, comprehension, and fluency instruction.
  - 2.2 Discuss the Report of the National Reading Panel's implications for vocabulary, comprehension, and fluency instruction.
  - 2.3 Create comprehensive reading instruction that reflect best practices.
3. engage children in activities that promote intrinsic motivation to read for pleasure and information. (ACEI 3.1, 3.2, 3.4; INTASC 1, 2, 3, 5; IRA 2.2 4.1, 4.2, 4.3, 4.4; NCATE 1, 4; HS 1; K-3 MSLAF 1, 2; IDA A, E-5)
  - 3.2 Demonstrate motivating strategies to foster comprehension and vocabulary development.

- 3.3 Identify high-quality literary works representing a variety of genres.
- 3.4 Demonstrate a variety of methods for introducing and sharing literature.
- 3.5 Demonstrate a variety of methods for building children's literacy.
- 3.5 Demonstrate knowledge of diversity issues that affect motivation.
  
- 4. understand and promote oral language development.(ACEI 1, 2.1; INTASC 1, 2, 6; IRA 1.3; NCATE 1; K-3 MSLAF 3; IDA: A, E-3, E-4)
  - 4.1 Model appropriate oral language.
  - 4.2 Explain the relationship between oral language development and vocabulary development.
  - 4.3 Demonstrate strategies for increasing students' opportunities to dialogue.
  - 4.4 Critique oral language activities and strategies for effectiveness in promoting prosody, and vocabulary development.
  
- 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; IRA 3.1, 3.3, 3.4; NCATE 4; IDA: D)
  - 5.1 Administer an informal reading inventory.
  - 5.2 Use assessment data to design instruction based on the student's needs.
  - 5.3 Use assessment data to select appropriate leveled texts for students.
  - 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, retelling, student conferences, DIBELS, STAR, AIMSWEB).
  - 5.5 Demonstrate the use of questioning to assess comprehension.
  - 5.6 Demonstrate the use of vocabulary and fluency assessments.
  - 5.7 Demonstrate an understanding of formal assessments including norm-referenced and criterion referenced tests.
  
- 6. possess in-depth knowledge of vocabulary, fluency, and comprehension (ACEI 1, 2.1; INTASC 1,2; IRA 1.4; NCATE 3; MSLAF 1, 2; IDA: E-3, E-4, E-5, )
  - 6.1 Distinguish between reading, writing, listening, and speaking vocabularies.
  - 6.2 Define and apply terms pertinent to vocabulary, fluency, and comprehension instruction and assessment.
  - 6.3 Demonstrate the proficient use of reading, writing, listening, and speaking vocabularies.
  - 6.4 Distinguish between intentional and incidental vocabulary instruction.
  - 6.5 Define fluency.
  - 6.6 Discuss factors that affect reading fluency.
  - 6.7 Explain the Fluency Formula (Reutzel & Cooter, 2008) for fluency instruction.
  - 6.8 Discuss the components of reading fluency.
    - 6.8.1 Accuracy
    - 6.8.2 Rate
    - 6.8.3. Prosody

- 6.9 Understand the importance of using decodable text in developing fluency for beginning readers
  - 6.9 Describe the thinking processes involved in reading and listening comprehension.
  - 6.10 Distinguish between the types of text comprehension.
    - 6.10.1 Literal
    - 6.10.2 Inferential
    - 6.10.3 Critical
    - 6.10.4 Appreciative
    - 6.10.5 Creative
  - 6.11 Discuss the process of comprehension.
  - 6.12 Describe pre-reading, during-reading, and after-reading activities that promote text comprehension.
7. understand how vocabulary, fluency, and comprehension are learned by children and why they are important to the reading and writing process. (ACEI 1, 2.1; INTASC 1, 2; IRA 1.1, 1.4; NCATE 1; K-3 MSLAF 1, 2; IDA 1.E-3, E-4, E-5)
- 7.1 Discuss the interdependent roles of vocabulary, fluency, and comprehension in receiving communication from written language.
  - 7.2 Discuss the relationship between vocabulary, fluency, and comprehension and the reading and writing process.
  - 7.3 Explain factors that affect vocabulary and fluency development, and comprehension.
    - 7.3.1 Diversity
    - 7.3.2 Background Knowledge
  - 7.4 Discuss the role of high-frequency words in vocabulary and fluency development.
  - 7.5 Demonstrate an understanding of how vocabulary, fluency, and comprehension are learned by children through the use of appropriate instructional strategies.
  - 7.6 Define and explain the role of metacognition in vocabulary, fluency, and comprehension.
8. possess and apply a wide variety of instructional strategies for helping beginning readers/writers and ELL students learn vocabulary, fluency, and comprehension. (ACEI 3.1, 3.2, 3.3, 3.4, 3.5; INTASC 1, 2, 3, 4, 7; IRA 1.4, 2.2, 2.3; NCATE 3; K-3 MSLAF 1, 2, 3; IDA: A, D, E-3, E-4, E-5)
- 8.1 Define direct instruction.
  - 8.2 Demonstrate strategies for addressing individual literacy needs.
    - 8.2.1 Guided reading/writing
    - 8.2.2 Shared reading/writing
  - 8.3 Demonstrate the use of direct instruction for vocabulary, fluency, and comprehension instruction.
  - 8.4 Demonstrate the use of graphic and semantic organizers for vocabulary and comprehension instruction.
  - 8.5 Discuss rationale for infusing vocabulary instruction throughout the content areas.

- 8.6 Discuss the principles of effective vocabulary instruction.
  - 8.7 Distinguish between incidental and intentional vocabulary learning.
  - 8.8 Demonstrate instructional strategies for teaching special words which include, but are not limited to:
    - 8.8.1 Homonyms
    - 8.8.2 Synonyms
    - 8.8.3 Antonyms
    - 8.8.4 Homographs
    - 8.8.5 Words with multiple meanings
    - 8.8.6 Etymology
  - 8.9 Discuss the *Meaningful Differences* study (Hart & Risley, 1995) related to vocabulary acquisition, especially for low- SES students
  - 8.10 Model the use of morphology, context clues, dictionaries, glossaries, and thesauri for increasing vocabulary.
  - 8.11 Describe and model various strategies for building fluency.
    - 8.10.1 Choral reading
    - 8.10.2 Neurological impress
    - 8.10.3 Repeated readings
    - 8.10.4 Reader's theatre
    - 8.10.5 Echo reading
  - 8.12 Understand the Hasbrouck & Tindal (2006) national norms for fluency
  - 8.13 Demonstrate questioning techniques for fostering the following types of text comprehension.
    - 8.11.1 Literal
    - 8.11.2 Inferential
    - 8.11.3 Evaluative
    - 8.11.4 Appreciative
  - 8.14 Develop and demonstrate pre-reading, during-reading, and after-reading activities that promote text comprehension.
  - 8.15 Model thinking processes involved in comprehending text.
  - 8.16 Model the use of paraphrasing, summarizing, retelling, organizing, and QAR questions for comprehending text.
  - 8.17 Demonstrate the interpretation of figurative language for text comprehension.
  - 8.18 Analyze the study on Reading for Understanding (RAND, 2002) and the National Reading Panel Report recommendations regarding the 7 most effective strategies for teaching comprehension.
9. understand and apply best practices for managing a literacy program. (ACEI 3.1, 3.4; INTASC 1; IRA 2.1, 2.2, 2.3; NCATE 1; K-3 MSLAF 1, 2; IDA: IDA: D, E-3, E-4, E-5)
- 9.1 Discuss time allotments for literacy instruction in relation to the *Mississippi Reading Reform Model*, *Put Reading First*, and the *Report of the National Reading Panel*.
  - 9.2 Discuss the advantages and disadvantages of grouping for literacy instruction.



- 9.3 Demonstrate knowledge of various grouping configurations for reading instruction.
  - 9.3.1 Whole-class grouping
  - 9.3.2 Flexible small groups
    - 9.3.2.1 Interest groups
    - 9.3.2.2 Homogeneous ability groups
    - 9.3.2.3 Heterogeneous ability groups
- 9.4 use assessment data to group children for literacy instruction
  
- 10. understand the impact of national and state standards and literacy research on classroom literacy instruction. ( ACEI 1, 5; INTASC 1, 2, 4, 7; IRA 5.1; NCATE 1; K-3 MSLAF; IDA: D, E-3, E-4, E-5)
  - 10.1 Discuss the International Literacy Association’s role in the development if vocabulary, fluency, and comprehension instruction.
  - 10.2 Discuss and apply College and Career Ready Standards and Reading Universe and its use in the development of vocabulary, fluency, and comprehension instruction.
  - 10.4 Explain the *Report of the National Reading Panel’s* implications for vocabulary, fluency, and comprehension instruction.
  - 10.5 Discuss the *Mississippi Reading Reform Model* and the *Reading Universe* and their impact on vocabulary, fluency, and comprehension instruction.

**VI. Course Calendar (tentative)**

Week	Content	Assignments/Tests
<b>Week 1: 1/9-1/11</b>	Introduction to the Course <ul style="list-style-type: none"> <li>• Syllabus, schedule, assignments</li> <li>• Instructor Read Aloud</li> <li>• Praxis quiz terms</li> </ul> Chapter 1: The importance of Vocabulary to Literacy <ul style="list-style-type: none"> <li>• Defining vocabulary                             <ul style="list-style-type: none"> <li>○ The 4 part processing model for word recognition</li> <li>○ Receptive and expressive vocabulary</li> </ul> </li> <li>• Vocabulary and Comprehension                             <ul style="list-style-type: none"> <li>○ Reading without comprehension</li> <li>○ Scarborough’s Rope Model of Reading</li> </ul> </li> </ul>	

	<p style="text-align: center;">Development</p> <ul style="list-style-type: none"> <li>• How Many Words Must Children Learn the Meanings of?</li> <li>• Word Rich vs Word-Poor Dichotomy</li> </ul>	
<p><b>Week 2: 1/16-1/18</b></p>	<p>Chapter 2: “Rich Language” Environments and Word Learning</p> <ul style="list-style-type: none"> <li>• Shallow and Deep Knowledge of Word Meanings             <ul style="list-style-type: none"> <li>○ Semantic mapping</li> <li>○ Implicit and incidental encounters with word meanings                 <ul style="list-style-type: none"> <li>▪ Listening to language</li> <li>▪ Being read to</li> <li>▪ Independent reading</li> </ul> </li> </ul> </li> </ul> <p>Chapter 3: Direct, Planned, Explicit Teaching of Word Relationships</p> <ul style="list-style-type: none"> <li>• Limitations of a Dictionary as a Teaching Tool             <ul style="list-style-type: none"> <li>○ Multiple meanings</li> <li>○ Word categories</li> </ul> </li> <li>• Formal, structured definitions</li> <li>• Semantic feature analysis</li> <li>• Semantic, syntactic features</li> <li>• Antonyms</li> </ul>	<p>Vocabulary article review- Word Gap Article</p> <p>Praxis Quiz I</p>
<p><b>Week 3: 1/23-1/27</b></p>	<p>Chapter 4: Word Consciousness and Word-Learning Strategies</p> <ul style="list-style-type: none"> <li>• Word consciousness</li> <li>• Independent Word-Learning Strategies             <ul style="list-style-type: none"> <li>○ Using Context</li> <li>○ Morphological Analysis                 <ul style="list-style-type: none"> <li>▪ Common roots and affixes</li> </ul> </li> <li>○ Using dictionary resources</li> <li>○ 4 Square</li> </ul> </li> </ul>	<p>Morphological Analysis Chart</p> <p>Word Strategy Booklet</p>

	<ul style="list-style-type: none"> <li>○ Partner Chatter</li> <li>○ Vocabulary note-taking guide</li> <li>○ Select and connect</li> </ul> <p>Chapter 5: Preparing to Teach Vocabulary</p> <ul style="list-style-type: none"> <li>● Which Words Should be Directly Taught?             <ul style="list-style-type: none"> <li>○ Purposeful teaching of well-selected words</li> <li>○ 3 Tiers</li> <li>○ Special Considerations for ELL's</li> </ul> </li> <li>● How Should New Words Be Introduced?             <ul style="list-style-type: none"> <li>○ Planning In-Depth Exploration of Vocabulary</li> </ul> </li> </ul>	
<p><b>Week 4: 1/30-2/1</b></p>	<ul style="list-style-type: none"> <li>● Performance Assignment/ Field Experience: Develop and Teach a vocabulary lesson that includes a word learning strategy</li> <li>● Written Exam 1</li> </ul>	<p>Vocabulary Performance Assessment</p> <p>Vocabulary Written Exam</p>

**LETRS Module 5: Getting Up to Speed: Developing Fluency**

Week	Content	Assignments/ Tests
<p><b>Week 5</b> 2/6-2/8</p>	<p><b>Chapter 1: The Importance of Fluency and Learning to Read</b></p> <ul style="list-style-type: none"> <li>● <b>Defining Fluency</b> <ul style="list-style-type: none"> <li>○ Automaticity</li> <li>○ Accuracy</li> <li>○ Prosody</li> </ul> </li> <li>● <b>Research on Reading Fluency</b></li> <li>● <b>Practice: WCPM</b></li> </ul> <p><b>Chapter 2: How Do Children Become Fluent Readers?</b></p> <ul style="list-style-type: none"> <li>● <b>Review fluency and the 4 part processing model for word recognition (module 1, pg. 33)</b></li> <li>● <b>Fluency: A consequence of</b></li> </ul>	

	<p><b>Proficiency in Reading Subskills</b></p> <ul style="list-style-type: none"> <li>○ <b>Cascading Consequences of slow reading</b></li> <li>○ <b>Ehri’s Model of Word Recognition</b></li> <li>○ <b>The Path to Fluent Reading for Meaning</b></li> <li>○ <b>What contributes to automaticity?</b></li> <li>○ <b>Developing Fluency in the Component Skills of Reading</b> <ul style="list-style-type: none"> <li>▪ <b>The Hourglass Progression, Phonology to Orthography</b></li> </ul> </li> <li>○ <b>Build and Extend Vocabulary and Oral Language</b></li> <li>○ <b>Early Alphabetic Phase: Automaticity with Letters, Sounds, and Sound-Symbol Correspondence</b></li> <li>○ <b>Early to Later Alphabetic Phase: Automaticity With Phonic Decoding</b></li> <li>○ <b>Later Alphabetic Phase: Recognizing High Frequency Words</b></li> <li>○ <b>Later Alphabetic to Consolidated Alphabetic Phase: Rimes, Roots, and Affixes</b></li> <li>○ <b>Consolidation: Transferring Skills to Text Reading</b></li> </ul>	
<p><b>Week 6: 2/13-2/15</b></p>	<p><b>Chapter 3: Improving Fluency in Each Tier of Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Review norms for Oral Reading Fluency (Hasbrouck and Tindal 2005)</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Fluency-Oriented Reading Instruction for Tier 1 (Whole Class)</b> <ul style="list-style-type: none"> <li>○ <b>Three Tier Model for Reading Instruction</b></li> <li>○ <b>Alternate Oral Reading with a Partner</b> <ul style="list-style-type: none"> <li>▪ <b>Establishing Reading Partners</b></li> <li>▪ <b>Selecting Text of Appropriate Difficulty</b></li> <li>▪ <b>Modeling and Teaching the Partner-Reading Procedure</b></li> </ul> </li> <li>○ <b>Repeated Reading</b></li> <li>○ <b>Monitored Choice Reading</b></li> <li>○ <b>Home or Independent Reading Time</b></li> </ul> </li> <li>• <b>Fluency Instruction for Students Who are Below Benchmark (Tiers 2 and 3)</b> <ul style="list-style-type: none"> <li>○ <b>Subtypes of Poor Readers</b> <ul style="list-style-type: none"> <li>▪ <b>Students with phonologically based reading difficulties</b></li> <li>▪ <b>Dysfluent poor readers</b></li> </ul> </li> <li>○ <b>Phrase-Cued Oral Reading</b></li> <li>○ <b>Simultaneous Oral Reading</b></li> <li>○ <b>Reread-Adapt and Answer-Comprehend Intervention</b></li> <li>○ <b>Reader’s Theater (fun but less effective)</b></li> </ul> </li> </ul> <p><b>Chapter 4: The Measurement of Reading Fluency</b></p> <ul style="list-style-type: none"> <li>• <b>Warm Up: watch an ORF</b></li> </ul>	
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	<p>assessment (DIBELS)</p> <ul style="list-style-type: none"> <li>• <b>The History and Definition of Curriculum Based Measurement (CBM)</b> <ul style="list-style-type: none"> <li>○ Explanations</li> <li>○ Advantages</li> <li>○ Recording ORF scores</li> <li>○ Calculating ORF Percent Accuracy and WCPM</li> <li>○ Charting Fluency Data</li> </ul> </li> </ul>	
<p><b>Week 7:</b> 2/20-2/22</p>	<ul style="list-style-type: none"> <li>• <u><i>Administer an ORF assessment</i></u> <ul style="list-style-type: none"> <li>○ <i>Reflection of results and connect to fluency norms</i></li> </ul> </li> <li>• <b>Developing a fluency lesson</b></li> </ul>	<p><b>ORF Assessment and Reflection</b></p>
<p><b>Week 8:</b> 2/27-3/1</p>	<ul style="list-style-type: none"> <li>• <b>Performance Exam 2: Develop and Teach a Fluency Lesson in an elementary classroom</b></li> <li>• <b>Written Exam 2</b></li> </ul>	<p><b>Fluency Performance Assessment</b></p> <p><b>Fluency Written Exam</b></p>

**LETRS Module 6: Digging for Meaning: Teaching Text Comprehension**

Week	Content	Assignments/ Tests
<p><b>Week 9</b> 3/6-3/8</p>	<p><b>Chapter 1: Reading Comprehension Depends on Many Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Defining Reading Comprehension</b></li> <li>• <b>Comprehension Processes vs. Comprehension Products</b></li> <li>• <b>Research on Reading Comprehension</b> <ul style="list-style-type: none"> <li>○ National Reading Panel</li> <li>○ Rand Reading Study Group</li> </ul> </li> <li>• <b>Word Recognition, Fluency, and Comprehension</b> <ul style="list-style-type: none"> <li>○ The Four Part Processing Model for Word Recognition</li> <li>○ The Simple View of Reading</li> <li>○ The Rope Model</li> <li>○ Subtypes of Students with Reading Problems</li> </ul> </li> </ul> <p><b>Chapter 2: Reading Comprehension</b></p>	

	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• <b>Influences on Comprehension Outcomes: Text, Task, Context, and Reader</b> <ul style="list-style-type: none"> <li>○ <b>The Text</b></li> <li>○ <b>The Nature of the Task</b></li> <li>○ <b>The Context in Which Reading Occurs</b></li> <li>○ <b>Inside the Mind of the Reader: Surface, Text, and Mental Models</b></li> </ul> </li> <li>• <b>The Role of Background Knowledge in Comprehension</b> <ul style="list-style-type: none"> <li>○ <b>Schemata</b></li> <li>○ <b>Assimilation</b></li> <li>○ <b>Accommodation</b></li> <li>○ <b>Inferences</b></li> </ul> </li> </ul>	
<p><b>Week 10</b> <b>3/20-3/22</b></p>	<p><b>Chapter 3: Interpreting Academic Written Language</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension of Language</b> <ul style="list-style-type: none"> <li>○ <b>Surface codes</b></li> <li>○ <b>Characteristics of Academic Language</b></li> <li>○ <b>Idioms, Metaphors, Figures of Speech and Colloquial Expressions</b></li> <li>○ <b>Sentence Comprehension</b> <ul style="list-style-type: none"> <li>▪ <b>Syntax</b></li> <li>▪ <b>Phrases and Clauses</b></li> <li>▪ <b>Simple, Compound, and Complex Sentences</b></li> </ul> </li> <li>○ <b>Ways to Build Sentence Sense</b> <ul style="list-style-type: none"> <li>▪ <b>Nurture Development of Syntactic Development</b></li> <li>▪ <b>Sentence Completion</b></li> <li>▪ <b>Sentence Anagrams</b></li> <li>▪ <b>Recognize and Punctuate Sentence Types</b></li> <li>▪ <b>Systematic Sentence Elaboration</b></li> <li>▪ <b>Sentence Deconstruction and Paraphrase</b></li> <li>▪ <b>Sentence Combining</b></li> <li>▪ <b>Inferencing</b></li> </ul> </li> </ul> </li> </ul> <p><b>Chapter 4: Text Structure</b></p> <ul style="list-style-type: none"> <li>• <b>Literacy Knowledge as a Component of Comprehension</b> <ul style="list-style-type: none"> <li>○ <b>How Discourse Organization</b></li> </ul> </li> </ul>	

	<p><b>Affects Comprehension</b></p> <ul style="list-style-type: none"> <li>▪ <b>Narratives</b> <ul style="list-style-type: none"> <li>• <b>Story Grammar</b></li> <li>• <b>Story maps/graphic aids</b></li> </ul> </li> <li>▪ <b>Expository Text Structures</b> <ul style="list-style-type: none"> <li>• <b>Purpose</b></li> <li>• <b>Types</b> <ul style="list-style-type: none"> <li>○ <b>Description</b></li> <li>○ <b>Time Order/ Sequencing</b></li> <li>○ <b>Class-example or enumeration</b></li> <li>○ <b>Explanation/ Cause-Effect</b></li> <li>○ <b>Compare/Contrast</b></li> </ul> </li> <li>• <b>Using Appropriate Organizers</b></li> </ul> </li> </ul>	
<p><b>Week 11</b> <b>3/27-3/29</b></p>	<p><b>Chapter 5: Helping Students Dig For Meaning</b></p> <ul style="list-style-type: none"> <li>• <b>The Teacher’s Role in Fostering Student Comprehension</b> <ul style="list-style-type: none"> <li>○ <b>Fostering Metacognitive Strategies</b></li> <li>○ <b>Enabling Inter- and Intra- Text Inferences</b></li> </ul> </li> <li>• <b>Research on Comprehension Strategy Instruction</b> <ul style="list-style-type: none"> <li>○ <b>National Reading Panel</b> <ul style="list-style-type: none"> <li>▪ <b>6 scientific based strategies:</b> <ul style="list-style-type: none"> <li>• <b>Monitoring One’s Own Comprehension</b></li> <li>• <b>Using Graphic and Semantic Organizers</b></li> <li>• <b>Generating Questions</b></li> <li>• <b>Using Mental Imagery</b></li> <li>• <b>Summarizing</b></li> <li>• <b>Answering Questions</b></li> </ul> </li> </ul> </li> <li>○ <b>Planning and Implementing Intentional, Meaning-Oriented Instruction</b> <ul style="list-style-type: none"> <li>▪ <b>Bloom’s Taxonomy</b></li> <li>▪ <b>Preparing to Teach</b> <ul style="list-style-type: none"> <li>• <b>Planning Guide</b></li> </ul> </li> <li>▪ <b>Queries During Reading</b></li> <li>▪ <b>Additional Activities to Promote Comprehension</b> <ul style="list-style-type: none"> <li>• <b>Before Reading</b></li> <li>• <b>After Reading</b></li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><b>Text Structure Booklet (passage plus activity)</b></p> <p><b>Story board (with examples of how the 6 scientific based strategies can be applied.)</b></p>



<b>Week 12</b> <b>4/3-4/5</b>	<ul style="list-style-type: none"> <li>• QAR</li> <li>• Understanding and Implementing the ARI</li> </ul>	
<b>Week 13</b> <b>4/10-4/12</b>	<ul style="list-style-type: none"> <li>• Administer ARI</li> <li>• Reviewing ARI results and developing a comprehension lesson</li> </ul>	<b>Administering ARI</b>
<b>Week 14</b> <b>4/17-4/19</b>	<ul style="list-style-type: none"> <li>• Reviewing ARI results and developing a comprehension lesson</li> </ul>	<b>Praxis Quiz 2</b>
<b>Week 15</b> <b>4/24-4/25</b>	<ul style="list-style-type: none"> <li>• Exam Part 1 Develop and Teach Comprehension Lesson</li> <li>• Final Exam Review</li> </ul>	<b>Comprehension Lesson Performance Assessment</b>
<b>May 3<sup>rd</sup></b> <b>8:00</b>	<b>Final Exam: Comprehension</b>	<b>Final Exam: Comprehension</b>

## VII. Methods of Instruction

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

## VIII. Evaluation Methods:

### Course Requirements and Related Evaluations

\*The following explanations will be extended with complete descriptions for each assignment, which will be given at later dates throughout the semester. **All field experiences must be satisfactorily completed before receiving a grade in this course. Only under extreme circumstances will field experiences be allowed to be made up if missed. These will be determined at the instructor's discretion. If a candidate is not professional during field experiences, the candidate will not receive credit for the field experience. Failure to complete any field experiences will result in an F in the course.**

### Explanations\*

#### TESTS

Unit tests (3X200)

600

Unit tests will be based on the course objectives that are completed according to the course outline.

They will be combinations of performance and written Assessments. Each candidate must demonstrate how to

Develop and teach a vocabulary, fluency, and comprehension Lesson (through performance assessments) and must show knowledge of these concepts on written assessments.

Praxis II Tests (2 X 25pts)	Candidates will be familiar with course content specifically outlined in the Praxis II.	50
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### **PROJECTS/ASSIGNMENTS**

Research Article Reviews (1 X 15 pts)	Candidates will read, summarize, evaluate, and propose instructional applications of the information from selected peer- reviewed research articles on the following topics: vocabulary, fluency, and comprehension. Candidates will include a component for each article review of how it can be applied to ELL students and other diverse populations in the classroom.	15
Story Board Project	Candidates will create a storyboard that follows the Mississippi Department of Education guidelines and will develop various leveled comprehension questions along with an infusion of how to implement the 6 comprehension strategies with their text	25
ARI Implementation ARI.	Candidates will administer the ARI	40
Morphology Booklet	Candidates will develop a chart/booklet Of common roots and affixes	25
Word Strategy Booklet	Candidates will create a book of word strategies	25
Administering ORF Assessment and Reflection	Candidates will administer an ORF assessment to a child and analyze the results connecting to Hasbrouk and Tindles ORF norms	25
Text Structure Booklet	Candidates will create a Text Structure booklet Complete with explanations of each structure, Sample passages, and activities to coincide with each.	25
Professionalism	Candidates are expected to attend class meetings, Turn in assignments on time, and behave professionally With classmates and the course instructor.	15

Tests account for 80% of the final grade. Projects/Assignments account for 20% of the final grade.

### **Grading Scale:**

94-100=A  
 84-93=B  
 74-83=C  
 73-65=D  
 64 and below=F

### Assignments and Points

	Assignment	Possible Points	Earned Points
<b>80% of final grade</b>	Praxis Quiz 1	25	
	Praxis Quiz 2	25	
	Vocabulary Performance Assessment	100	
	Vocabulary Written Assessment	100	
	Fluency Performance Assessment	100	
	Fluency Written Assessment	100	
	Comprehension Performance Assessment	100	
	Comprehension Written Assessment	100	
<b>20% of final grade</b>	Morphological Analysis Chart	25	
	Word Strategy Booklet	25	
	Vocabulary Article Review	15	
	Administering ORF Assessment/ Reflection	25	
	Text Structure Booklet	25	
	Story board	25	
	ARI Assessment	40	
	Professionalism	15	

## IX. General Course Information

- A. **Office Hours** The division secretary may be contacted at 846-4370 during the hours of 8-12 and 1-5 Monday through Friday for appointments or to facilitate communication with faculty.
- B. **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.
- C. **Class Participation.** Students are expected to respond to all contacts from the instructor. In the event group discussions are assigned, all students must participate by submitting the required entries. Students must engage in assigned chats on Blackboard if such chats are required for a course.
- D. **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. 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*.  
**If students come in late, they are absent until they speak with the professor to change it to a tardy unless the tardy exceeds 10 minutes. Over ten minutes late to class is an absence for a standard day class or Hinds class. Over 20 minutes late for a 3 hour night class is an absence.**
- E. **Course Deadlines.** Failure to meet a course deadline for submitting projects, activities, and/or papers may 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*.  
 Point deductions will be taken each day an assignment is late. No assignments will be taken after 3 calendar days except under extenuating circumstances and with a doctor's excuse. Point deductions will be solely the instructor's discretion. Exceptions must be brought to the instructor's attention and will be handled on a case by case base solely at the instructor's discretion.
- F. **Cheating and Plagiarism.** Cheating and plagiarism are not to be tolerated. If cheating or plagiarism is suspected or established, university policy will be followed. To see information regarding plagiarism, see the university policy at [www.deltastate.edu](http://www.deltastate.edu), as well as the latest edition of the APA manual.
- G. **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. Also, students' work should be original to the course being completed and should not be resubmitted from a previous, concurrent, or the same course.

- H. ***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.
- I. ***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.

#### **X. Disabilities Statement and Policy:**

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.

**XII. Alignment of Course Goals/Content/Standards**

Goal/ Objective	Activity	Assessment	Standards		IRA	K-3 MSLAF	NCATE	Conceptual Framework
			ACEI	INTASC				
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, 2	1	GP1
Goal 2 Objectives 2.1-2.7	Readings, Discussion, Research article reviews, Lesson planning Develop a reading philosophy	Unit test Rating scales Rubric	1, 2.1, 5.1, 5.2	1, 2	1.1, 1.2		1	GP1, GP2 , GP5
Goal 3 Objectives 3.1-3.5	Readings, Discussion, Examine interest inventories with in-class rating scales, Read aloud and Shared Book Demonstrations, Develop book list, Reflective Journal Entries	Observation Rubrics Rating Scale	3.1, 3.2, 3.4	1, 2, 3, 5	2.2, 4.1, 4.2, 4.3, 4.4	1, 3	1,4	GP1, GP3
Goal 4 Objectives 4.1-4.4	Readings, Discussions, Simulations, Cooperative group work, Demonstrations	Unit test Rubrics for plans/ demonstrations	1, 2.1	1, 2, 6	1.3	3	1	GP1
Goal 5 Objectives 5.1-5.4	Readings, Discussions, Demonstrations, Administer/interpret informal reading inventory during field experience	Rubrics	1, 4	2, 3, 7, 8	3.1, 3.3, 3.4		4	GP2, GP4
Goal 6 Objectives 6.1-6.9	Readings, Cooperative Learning and Demonstrations, Research articles	Unit test Rubric Observations	1, 2.1	1, 2	1.4	1, 2	3	GP1

Goal/ Objective	Activity	Assessment	Standards	INTASC	IRA	MSLAF	NCATE	Conceptual Framework
			ACEI					
Goal 7 Objectives 7.1-7.5	Readings, Discussions, Cooperative learning, lesson planning	Unit test Rubric	1, 2.1	1, 2	1.1, 1.4	1, 2	1	GP1
Goal 8 Objectives 8.1-8.7	Readings, Discussions, Fluency lesson plan, Directed reading lesson plan, Field experience, Demonstrations of activities and plans, Reflective journal entry	Unit test Rubrics Rating scales	3.1, 3.2, 3.3, 3.4, 3.5	1, 2, 3, 4, 7	1.4, 2.2, 2.3	1, 2, 3	3	GP1
Goal 9 Objectives 9.1-9.3	Readings on grouping for literacy instruction, Simulations, Evaluate research, Research project	Unit test Rubrics	3.1, 3.4	1	2.1, 2.2, 2.3	1, 2	1	GP1, GP4
Goal 10 Objectives 10.1-10.4	Readings, Discussions, Application of IRA standards, MSLAF, NRP, and research to instructional planning	Unit test Components of rubrics and rating scales	1,5	1, 2, 4, 7	5.1	K -3 LA frameworks	1	GP4
Goal 11 Objectives 11.1-11.3	Readings, Discussions, Hands- on experience with literacy technology, demonstrations, website critiques	Unit test Components of rubrics and rating scales	3.5	3	4.2	2	1	GP5

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Woods, M. and Moe, A. (2011). *Analytical reading inventory: Comprehensive standards-based assessment for all students including gifted and remedial (9<sup>th</sup> ed.)*. Boston, MA: Pearson.

Internet Web Links:

[Http://www.readingonline.org](http://www.readingonline.org)

[Http://www.mde.k12.ms.us](http://www.mde.k12.ms.us)

<http://www.mde.k12.ms.us/read/reader.htm>

International Reading Association  
Common Core State Standards, English Language  
Arts  
Every Child a Reader