

**NORFOLK STATE UNIVERSITY  
SCHOOL OF EDUCATION  
ELEMENTARY EDUCATION DEPARTMENT**

*“Preparing Competent, Compassionate, Cooperative, and Committed Leaders”*

**COURSE TITLE:** TEACHING LITERACY IN THE ELEMENTARY SCHOOL

**COURSE NUMBER:** EED 450 (3) SEMESTER HOURS

**MEETING HOUR/ROOM:** 4:00 – 7:00 p.m. Tuesday/ 106 Bozeman Education Building

**PREREQUISITES:** Admission to Teacher Education  
Passing Praxis I Score Report

**OFFICE LOCATION:** 150 Bozeman Education Building

**TELEPHONE:** 823-8705

**E-MAIL:** [mjmartin@nsu.edu](mailto:mjmartin@nsu.edu)

**OFFICE HOURS:** 12:00-2:00 (MWF); 10:00-11:00 (F); 3:00-4:00 (TTH)

**REQUIRED TEXTS:** Roe, B. D., Smith, S. H. & Burns, P. C.(2005)Teaching Reading in Today’s Elementary Schools. New York: Houghton Mifflin Company.

Armbruster, Bonnie, Lehr, Fran, & Osborn, Jean (2003) Reading First: the Research Building Blocks for Teaching Children to Read. Center for the Improvement of Early Reading Achievement (CIERA).

Website Download: [www.nifl.gov](http://www.nifl.gov) - Telephone Order: 1-800-228-8813

Board of Education, Commonwealth of Virginia. Standards of Learning for Virginia Public Schools (SOLS).

Website Download: [www.pen.k12.va.us/VDOE/Instruction/sol.html](http://www.pen.k12.va.us/VDOE/Instruction/sol.html)

**COURSE DESCRIPTION:**

This course is designed to teach pre-service teacher candidates how to prepare children for a lifetime of literacy appreciation and how to diagnose, correct, and remediate mild to moderately severe reading difficulties among children in grades kindergarten through six. Emphasis will be placed on developing students’ competencies in teaching oral communication, phonemic awareness, phonics, fluency, vocabulary, text comprehension, and literature appreciation. Teacher candidates will also be provided with knowledge of ways to utilize various types of media to support literacy in classrooms, including technological media instruction. The *Virginia Reading First and Reading First Teacher Education Network (RFTEN) English language arts/reading instructional guidelines are integral components of the instructional program*. The course implementation is based on scientifically-based reading research curriculum and instructional practices to ensure that “*No Child is Left Behind*”.

## OBJECTIVES:

Upon completion of the course, the teacher candidate will be able to:

- 1 Demonstrate knowledge of the following methodologies in reading and language arts instruction: (a) scientifically based “Reading First” instructional practices in phonemic awareness, phonics, fluency, vocabulary and text comprehension; (b) basal reader, reading anthologies, leveled readers, language experience, literature-based, individualized reading, and thematic unit approaches; (c) critical reading methods, whole language principles, directed reading instruction, programmed instruction, process approach to writing, concepts of linguistics and psycholinguistics, computer-assisted instruction, and approaches to classroom management and organization; and (d) the integrated, balanced reading and eclectic approaches. (VAEC: 1d, 2.2a, 2.2b; 2.2d; NCATE /A C E I: 2.1)
- 2 Evidence an understanding of the linguistic, sociological, cultural, cognitive, and psychological correlates of reading and literacy development of diverse learners, including those with exceptionalities. (VAEC: 1; NCATE/A C E I: 2.1)
- 3 Enumerate and describe the qualitative characteristics and acquisition of emergent literacy and the stages of reading development. (VAEC: 1; NCATE/A C E I: 2.1)
4. Demonstrate proficiency in the selection, administration, and interpretation of informal assessment and screening measures for the SOL’s in Grades Pre-K through six. (VAEC: 1g; NCATE/A C E I: 2.1, 4)
5. Analyze and evaluate diagnostic test results to identify children’s skill proficiencies and deficiencies, and to write prescriptive instructional programs to meet the instructional reading needs of all students, including those with cultural diversities, and modifying the instructional program and intra-class group compositions on the basis of children’s mastery of knowledge and skills. (VAEC: 1d; 2.1a, 2.1b; NCATE /A C E I: 2.1, 4)
6. Develop competency in oral language skills, including speaking and listening for the SOL’S in grades Pre-K through six. (VAEC: 2a, 2c; NCATE/A C E I: 2.1)
7. Demonstrate facilitate in selecting and implementing instructional methodologies For addressing the oral language needs of all students, including children with limited proficiency in Standard English and language delays. (VAEC: 2.2b, 2.2c, 2,2d; NCATE/A C E I: 2.1)
8. Gain a knowledge and evidence the ability to develop creative thinking and expression through drama, storytelling, and choral and oral reading. (VAEC: 2e; NCATE/A C E I: 2.1, 2.5)

9. Evidence proficiency in phonemic awareness: phoneme isolation, identity, categorization, blending, segmentation, deletion, addition and substitution.
10. Demonstrate proficiency in explicit phonics instruction, including expertise in sound/symbol relationships, phonemes, morphemes, syllabication, decoding skills, word attack strategies, and contextual analysis. (VAEC: 3d; NCATE/A C E I: 2.1)
11. Exhibit an understanding of cuing systems of language, including having knowledge of how phonics, syntax, and semantics interact as readers construct meaning from textual materials. (VAEC: 3e; NCATE/A C E I: 2.1)
12. Develop and implement instructional strategies that promote vocabulary development such as affixes (prefixes, suffixes, base words, word roots), context clues, dictionaries, and reference aids, (VAEC: 3f; NCATE /A C E I: 2.1)
13. Evidence expertise in specific comprehension strategies, including a repertoire of questioning techniques, word meaning strategies, recall strategies such as summarization, story structure, mental imagery, and using metacomprehension and prior knowledge/scheme activation procedures to guide students to make connections and applications in and beyond the text. (VAEC: 3h; NCATE /A C E I: 2.1)
14. Apply vocabulary and comprehension skills methodologies in all content areas. (VAEC: 3j; NCATE /A C E I: 2.1)
15. Develop competency in promoting an appreciation for various types of children's literature and using literature to foster reflective and independent reading. (VAEC 2.2e; NCATE/A C E I: 2.1)
16. Describe the role of the family in the literacy program and to develop a plan for involving parents in the improving of children's reading proficiency. (VAEC: 3a; NCATE/A C E I: 5.3)
17. Evidence expertise in systematic and direct spelling instruction, including an understanding of the purposes and limitations of "invented spelling", and the relationship between the stages of language acquisition and spelling. (VAEC: 3b; NCATE/A C E I: 2.1)
18. Describe specific procedures for instructing children in the use of technology in both the processes and products of reading, writing, and research. (VAEC: 5 NCATE/ ACE I: 2.1)
19. Demonstrate knowledge of the comprehension process and competencies in teaching literal, interpretative, critical, and evaluative comprehension. (VAEC: 5; NCATE/ACEI: 2.1)

20. Exhibit the ability to foster creative thinking and expression through imaginative writing; and evidence proficiency in knowledge skills, and instructional procedures for teaching writing, including grammar, spelling, punctuation, and syntax. (VAEC: 4b, 4c; NCATE/A C E I: 2.1)
  
21. Use the internet to access professional associations in reading/language arts and apply for student membership. (VACE/TECH: 1c; NCATE/ACE I: 2.1)
  
22. Apply computer technology to (a) locate the Virginia State Standards of Learning (SOLS) to design developmentally appropriate lesson plans; (b) locate and evaluate software and materials for grades prek-six (c) locate, summarize, and critique recent research in reading and language arts. (VACE/TECH: 1a, 1c, 1d, 1e, 1f, 1g; NCATE/A C E I: 2.1)

### **COURSE OUTLINE AND COURSE CALENDAR**

<b>WEEK</b>	<b>TEXT CHAPTERS</b>	<b>CONTENT</b>
<b>One</b>	<b>1</b>	<p><b>Course Introduction and Requirements</b></p> <p><b>The Importance of Reading</b>            Components of the Reading Act            The Reading Process: Bottom-Up, Top-Down, and Interactive Theories            The Reading Products            The Twelve Principles of Reading</p>
<b>Two</b>	<b>2</b>	<p><b>Emergent Literacy</b>            Cognitive and Affective Aspects of Language Development            Contributions of Jean Piaget            Contributions of Vygotsky            Understanding Language: Semantic Cueing System, Syntactic Cueing System and Visual-Graphophonic Cueing System            Oral Language Development            Stages of Language Development            Development of Reading Behaviors            Development of Storybook Reading Behaviors</p>

<u>WEEK</u>	<u>TEXT CHAPTERS</u>	<u>CONTENT</u>
Two	2  <i><u>Chapter 1: Put Reading First - The Research Building Blocks for Teaching Children to Read</u></i>  <i>Video: UTCRLA Teacher Academies Phonological Awareness Continuum</i>	Development of Writing Behaviors Developing a Sense of Story Print Concepts and Language Instruction Understanding Concepts About Print <b>The Emergent Literacy Classroom</b> Establishing a Print Rich Environment  Listening, Oral Expression, Dramatic Play, and Creative Dramatics Learning to Read and write Assessment of Emergent Literacy <b>Phonemic Awareness:</b> Phoneme isolation, identity categorization, blending, segmentation, deletion, addition, substitution <b>Examination</b>  <b>Simulated Teaching Demonstrations and Lesson Plans</b>
Three	3  <i>Video: UTCRLA Teacher Academies Letter Knowledge and Letter Sound Correspondences</i>	<b>Word Recognition</b> Word Recognition Strategies Sight words, Content Clues, Phonics, Structural Analysis, Dictionary Study Word Recognition Procedures <b>Examination</b>
Four	4  <i><u>Chapter 3: Put Reading First-The Research Building Blocks for Children to Read</u></i>	<b>Meaning Vocabulary</b> Vocabulary Development Building Readers' Schemata Instructional Procedures <b>Examination</b> <b>Simulated Teaching Demonstrations and Lesson Plans</b>

<u>WEEK</u>	<u>TEXT CHAPTERS</u>	<u>CONTENT</u>
Five	5  <i><u>Chapter 2: Put Reading First-The Research Building Blocks for Teaching Children to Read</u></i>	<b>Comprehension: Part I</b> The Reader's Schemata Other Aspects Related to the Reader The Reading Situation Purposes for Reading Importance of the Task to Readers Sentence Comprehension Organizational Patterns <b>Types of Text</b> The Interaction of the Reader The Reading Situation and the Reader: Prereading Strategies and Activities During-Reading Strategies and Activities Post-Reading Strategies and Activities
Six		<b>Comprehension Part 2</b> Types of Comprehension Literal Comprehension Higher Order Comprehension <b>Effective Questioning</b> Preparing Questions Helping Students Answer Questions Helping Students Question <b>Examination: Chapters 5 and 6</b> <b>Simulated Teaching Demonstrations and Lesson Plans</b>
Seven	7	<b>Approaches and Materials for Reading Instruction</b> Published Reading Series Literature-Based Approaches Language-Experience Approach Programmed Instruction Computer Applications Eclectic Approaches Whole Language Perspective <b>Examination: Chapter 7</b> Directed-Reading Teaching Demonstrations and Lesson Plans
Eight/Nine	8	Language and Literature Facilitating Language Development Integrating the Language Arts The Reading-Writing Connection

		Literature as a Means for Integrating
Eight/Nine	9	Reading and Study Technique Study Methods Flexibility Locating Information Organizational Techniques Metacognition Graphic Aids Examination: Chapter 8 and 9
<b>WEEK</b>	<b>TEXT CHAPTER</b>	<b>CONTENT</b>
Ten/Eleven	10	<b>Content Texts Compared to Basal Readers</b> Readability Alternatives to Exclusive Use of Content Texts <b>Use of Technology for Literacy Learning</b> The Role of the Teacher Understanding the Range of Technology Available Evaluating Technology in the Classroom <b>Technology as a Tool for Literacy Instruction</b> Instructional Transparencies, Audiotapes, Videotapes, Television Programs, CD-ROMS and videodiscs, Computer Applications <b>Using Multimedia for Classroom Presentations</b> <b>Adjusting Instruction Through Technology</b> <b>Examination: Chapters 10 and 11</b>
Twelve/Thirteen	12	<b>Assessment of Student Progress</b> Current Views of Assessment Alternative Assessment/Authentic Assessment: Observational Strategies, Portfolio Assessment, Brenchmarks, Rubrics, Self-

Appraisal, Informal Tests,  
 Criterion-Referenced Tests  
 Formal Assessment

13

**Classroom Organization and Management**

Creating a Supportive Classroom Environment

WEEK	TEXT CHAPTERS	CONTENT
Twelve/ Thirteen	13	<p><b>The Role of the Teacher</b>            The Teacher as Facilitator and Manager of Instruction            The Teacher as Decision Maker            The Teacher as Researcher            The Teacher as Learner  <b>The Role of Parents Paraprofessionals and Tutors</b></p>
Fourteen/Fifteen	14	<p><b>Readers with Special Needs</b>            A View of the Special Learners      Laws            Affecting Students with Disabilities            Individualized Education Program            Coordinator of Special Programs            Inclusion            General Guidelines  <b>Types of Disabilities</b>            Students with Attention Deficit Disorders            Students with Mild Mental Retardation            Students with Visual Impairments            Students with Speech Impairments            Students with Emotional/Behavioral Disorders            Instructional Implications and Strategies            individuality            Instructional Implications            Instructional Strategies            Early Intervention Strategies            Gifted Children            Characteristics            Instructional Implications and Strategies</p>

**Culturally and Linguistically Diverse**  
Culturally Diverse Students  
Students with Dialectal Differences  
Bilingual Students

<b>WEEK</b>	<b>TEXT CHAPTER</b>	<b>CONTENT</b>
Fourteen/ Fifteen		<b>Reading Diagnostic Report and Reading Prescriptive Plan Presentations</b>  <b>Review for Final Examination</b>

**LEARNING EXPERIENCES:**

The following learning experiences are designed to assist teaching candidates in attaining the objectives of the course.

Teaching candidates will:

1. Administered, score, interpret, and record the results obtained from formal and informal reading measures to diagnose children’s proficiencies and deficiencies in reading and language arts, and to present the findings in a word-processed diagnostic reading report.
2. Apply specific guidelines in the construction of informal inventories, cloze tests, and modified cloze procedures. These tests are to be presented in class for evaluation by the instructor and class members.
3. Review standardized reading measures, using reference sources, and write an evaluative report for each measure and share the findings in the class.
4. Use an informal inventory to (1) diagnose the proficiencies and deficiencies of a child; (2) develop and implement a prescriptive program to correct the child’s diagnosed weaknesses in phonemic awareness, phonics, fluency, vocabulary and text comprehension; (3) maintain an instructional logbook of the tutorial learning experiences; and develop a diagnostic report and instructional progress report for the child. Scores test and instructional materials are to be included in the “*Reading Diagnostic and Prescriptive Report*”
5. Utilize on-going diagnostic data and progress report facsimiles for children in an elementary classroom to evaluate children’s reading progress and to reassign children to different groups as skill improvements are evidenced. Candidates will collaborate in learning teams to complete this assignment and present it to the class for instructor and peer evaluation.

6. Design a *reading and language arts resource book* that contains activities in speaking and listen skills, phonemic and phonological awareness, sound-symbol relationships, phonics, word attack skills, spelling skills, oral and silent reading comprehension skills, and literature appreciation that will meet the needs of all children, including those with cultural diversities and exceptionalities.
7. Apply knowledge of reading and language arts approaches to design teacher-made materials that will be utilized in the tutorial experience. These materials will be included in the child's progress report.
8. Design written *differentiated reading lesson plans* in phonemic awareness, phonics, fluency, vocabulary and text comprehension and presented a simulated teaching demonstration in class.
9. Access the Internet to locate the *Virginia State SOL's* in reading and language arts in grades prek-six and apply them in the construction of all lesson plans.\*\*\*
10. Demonstrate a comprehensive knowledge of reading and language arts principles methodologies and instructional procedures in *written examinations*.\*\*\*
11. Complete a *Level II Observation and Participation (tutorial) Experience* in a "Reading First" elementary school. The candidate will be evaluated by the cooperating teaching and course instructor. Teacher candidates are to develop a *Level II Field Experience Portfolio* that includes all of the appendices in the Level II Handbook and samples of prek-6 student work samples.

## **METHODOLOGY:**

The learning experiences will be provided through lectures, general discussions, structured problem-solving discussions, intra-group activities, and modeling and demonstration of instructional strategies, and multimedia presentations. Learning situations will also be provided which allow teaching candidates opportunities to apply theoretical knowledge in simulated classroom settings.

## **COURSE REQUIREMENTS:**

Teaching candidates will:

1. Attend all scheduled classes. If a class session is missed, the candidate is responsible for obtaining all lectures notes, hand-outs, and class related activities from his/her telephone class colleague. Candidates are expected to adhere to the

University class attendance policy which is contained the *NSU Catalog* and *NSU Student Handbook*.

2. Read assigned chapters from the course text, professional journals, and supplementary text.
3. Complete library assignments as designated by the instructor.
4. Actively participate in class discussions and intra-group activities.
5. Demonstrate acceptable performance on class examinations.

### **EVALUATION:**

Each teaching candidate will be evaluated on his/her performance on the course learning experiences. The following grading scale will be used to determine the final grade for the course.

### **GRADE SCALE:**

A = 94 –100	C = 74 - 76
A- = 90 –93	C- = 70 - 73
B+ = 87 –89	D+ = 67 - 69
B = 84 –86	D = 64 - 66
B- = 80 –83	D- = 60 - 63
C+ = 77 –79	F = Below 60

### **GRADING PROCEDURE: Mandatory Course Assignments**

- Examinations 20%
- Directed Reading Lesson Plans and Simulated Teaching Demonstrations 15%
- Diagnostic Reading Report and Reading Prescriptive Instructional Plan for a Child 25%
- Level II: Pre-Directed Teaching Observation and Participation (Tutorial) Experience at a “Reading First Public School” 30%
- Class Attendance and Participation 10%

## ***INSTRUCTIONAL RESOURCES***

### **Required Reading**

International Reading Association and the National Association for the Education of Young Children. (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. A Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children. Young Children, 53(4), 30-46.

Burns, M. S., Griffin, P., and Snow, C.E. (Eds.), (1999). Starting Out Right: A Guide to Promoting Promoting Children's Reading Success, Washington, DC: National Academy Press.

Snow, C.E., Burns, M. S., Griffin, P. (Eds.), (1998). Preventing Reading Difficulties in Young Children (pp. 79-84; 194-207). Washington, DC: National Academy Press.

### ***Selected References***

Burns, P.C. and Roe, B. D. (2002). Informal Reading Inventory. NY: Rand McNally.

Flood, J., Editor (2002). Handbook of Research on Teaching the English Language Arts. Newark, Delaware: International Reading Association.

Heller, M. (1997). Reading-Writing Connection. NY: Longman.

Houghton Mifflin Informal Reading Inventories

Jalongo, M. R. (2000). Early Childhood Language Arts. MA: Allyn & Bacon.

### ***Multimedia Resources***

UTCRLA Teacher Reading Academies (2003). Austin, Texas: University of Texas Center for Reading and Language Arts

UTCRLA Teaching Reading: Videos (2003). Austin, Texas: University of Texas Center for Reading and Language Arts.

Guided Reading Video Presentations (2001). New York: Wright Group.

Small Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers Videos (2004). Newark, Delaware: International Reading Association.

Paired Reading: Positive Reading Practice DVD ROM (2004). Newark, Delaware: International Reading Association.

*In Accordance with the Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, we ask that you please contact the Supporting Students through Disability Services (SSDS) Office.*