

**STL 341**  
**Reading and Writing Methods K-3**

**COURSE DESCRIPTION**

First in a series of two methods courses where candidates will learn and apply knowledge and pedagogy that supports the development of reading and writing in young children. By knowing and understanding the ages and stages of literacy development, candidates will begin to explore effective instructional practices focusing on integrating the five areas of reading within a balanced literacy instructional framework for primary age children. A response to intervention approach to instruction will be integrated so candidates will engage in instructional best practices to meet all children's unique learning needs. **Prerequisites: STL 230 STL 291**

\*\*\*Co-enrollment in a practicum for 1 credit is required for this course.\*\*\*

**REQUIRED COURSE MATERIALS**

Gunning T. G. (2010). *Creating literacy instruction for ALL students*. Boston, MA: Allyn & Bacon.

Johns, J. & Lenski, S. (2008). *Improving reading: strategies and resources*. Dubuque, IA: Kendall Hunt.

Articles on E-reserve

Course notes and handouts provided by the instructor.

**COURSE OBJECTIVES**

*The objectives for this course are derived from and address the:*

- 1) MN Elementary Education Standards for Literacy, and*
- 2) MN Early Childhood Education Standards*

**The teacher candidate will:**

1. demonstrate their knowledge of the structure of the English language and how young children develop their oral and written language, listening comprehension, and reading and writing processes. B1, B3, B4, B6, C1a, C1b, C2a, C9a, C9c, F1; **D4d**
2. understand how to develop phonemic awareness and phonics / word attack skills in young children. C1b, C2b, C4a, C4b, D1b, D1c; **D4c**
3. understand the stages of spelling and writing development and systematic planning relating to instruction. B5, C1b, C4b, C4c, D1c, D4
4. understand the relationship among vocabulary, comprehension and fluency in developing effective readers. C1a, C1b, C4e, C5a, C6a, D1b

5. understand the text structures that help students comprehend information and be able to understand and apply teaching strategies that facilitate the development of connections, leading to comprehension. C6b, C6c, D2b, D4; **D4f**
6. be able to use and interpret assessment tools used to measure children's reading progress; subsequently, students will use holistic data to plan effective reading instruction. E1a, E1b, E1d, E1e, E1j
7. design literacy lessons based on students' needs and text difficulty and monitor for growth using both formal and informal assessment measures. C1b, C9d, D1b, D6, E1a, E1b, E1d, E1e, E1j, E2a, E2b

**ELEMENTARY EDUCATION STANDARDS FOR LITERACY ADDRESSED IN STL 341:**

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

- (1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
- (3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
- (4) know how to integrate the communication arts;
- (5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;
- (6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;

C. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including:

- (1) oral and written language development, including:
  - (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency;
  - (b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly in English language learners; and
- (2) phonological and phonemic awareness, including:
  - (a) the phonemes that make up the English language;
  - (b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and
- (4) phonics and other word identification strategies and fluency, including:
  - (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

- (b) word identification strategies and common, irregular sight words;
- (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
- (e) the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge, including:

- (a) understanding the critical role vocabulary knowledge plays in reading;

(6) comprehension processes related to reading, including:

- (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop students' comprehension of print material;
- (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
- (c) how to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(9) structure of the English language, including:

- (a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);
- (c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and
- (d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

- (1) appropriate, motivating instruction, both explicit and implicit:
- (b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;
- (c) the teaching of phonics, sight words, spelling, and fluency including the selection, design, and use of instructional programs, materials, texts, and activities; and

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

- (b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(6) the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

(E) A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

(a) oral and written language development;

(b) auditory awareness, discrimination of sounds, phonological and phonemic awareness;

(d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

(e) vocabulary knowledge in relation to specific reading needs and texts;

(j) oral and written language to determine their understanding and use of English language structures and conventions.

(2) formal and informal tools to:

(a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted teachers.

F. A candidate for licensure as a teacher of elementary education must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

(1) Knowledge of how to use of students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

#### **EARLY CHILDHOOD EDUCATION STANDARDS FOR LITERACY ADDRESSED IN STL 341:**

**D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:**

**(4) the central concepts and tools of inquiry for teaching language and literacy, including how to:**

**(c) help children use phonemic, semantic, and graphemic cuing systems during literacy learning activities;**

**(d) develop primary-aged children's ability to use spoken, visual, and written language to communicate with a variety of audiences for different purposes;**

**(f) use a variety of strategies to present, interpret, and elicit responses to primary-aged children's literature;**

## **COURSE ASSIGNMENTS**

### **Teaching Mini Lessons (knowledgeable, reflective, humanistic, creative):**

Candidates will teach 2-3 mini lessons to a group of their peers. Candidates will be assigned two different grade levels and skill areas for their mini lessons. These lessons will be self or peer evaluated.

Candidates need to complete lesson plans in 2-3 of the below areas to demonstrate mastery of all course standards and objectives:

- Spelling or writing development B5, C1b, C4b, C4c, D1c, D4, E1a, E1d, E1j
- Phonemic awareness or phonics / word attack skill development C1b, C2b, C4a, C4b, D1b, D1c, E1b, E1d, E1j; **D4c**
- The connected development of fluency, vocabulary and comprehension C1a, C1b, C4e, C5a, C6a, D1b, E1d, E1e, E1j
- Comprehension development through use of text structures or through strategies C6b, C6c, D2b, D4, E1j; **D4f**

### **Lesson Plans (knowledgeable, reflective, humanistic, creative):**

Candidates will develop 2-3 literacy lessons and evaluate them for essential components of effective instruction. Candidates must select at least 2 different skills areas for their lesson plans.

Candidates need to complete lesson plans in 2-3 of the below areas to demonstrate mastery of all course standards and objectives:

- Spelling or writing development B5, C1b, C4b, C4c, D1c, D4, E1a, E1d, E1j
- Phonemic awareness or phonics / word attack skill development C1b, C2b, C4a, C4b, D1b, D1c, E1b, E1d, E1j; **D4c**
- The connected development of fluency, vocabulary and comprehension C1a, C1b, C4e, C5a, C6a, D1b, E1d, E1e, E1j
- Comprehension development through use of text structures or through strategies C6b, C6c, D2b, D4, E1j; **D4f**

\*\*\*Between the Teaching of Mini Lessons and the Lesson Plan Projects, candidates will develop lessons in each of the above four areas at least one time to demonstrate mastery of course standards and objectives.\*\*\*

### **Child Progress Study (knowledgeable, reflective):**

Candidates will complete a review of a child in grades K-3 from their practicum. Candidates will conduct a study of that child's literacy progress over a period of 9 weeks, including their growth in reading, writing, and spelling. C1b, C9d, D1b, D6, E1a, E1b, E1d, E1e, E1j, E2a, E2b

### **Exams (knowledgeable):**

Candidates will complete foundational knowledge exams of concepts they need to know to be able to understand and apply throughout the remainder of their reading methods coursework. B1, B3, B4, B6, C1a, C1b, C2a, C9a, C9c, F1

**Course Topics and Schedule:**

<b>Topics</b>	<b>Readings</b>	<b>Standards Addressed</b>
Approaches to Teaching Reading:  Basal Readers, Whole Language, Balanced Literacy Framework	Ch. 11 Gunning	B1, B3, B4, B6, C1a, C1b, C2a, C9a, C9c, F1  C1a, C1b, C4e, C5a, C6a, D1b
Teaching Literacy to All Students:  NCLB, RTI, and Diverse Learners	Ch. 2 Gunning	B1, B3, B4, B6, C1a, C1b, C2a, C9a, C9c, F1, E1j
Evaluating Writing	Ch 12 Gunning	B5, C1b, C4b, C4c, D1c, D4, E1a, E1d, E1j
Assessing for Literacy Learning	Ch 3 Gunning	E1a, E1b, E1d, E1e, E1j
Building Phonics and Word Attack	Ch 5 Gunning	C1b, C2b, C4a, C4b, D1b, D1c; E1b 6D4c
Building Fluency		C1a, C1b, C4e, C5a, C6a, D1b, E1d
Building Vocabulary	Ch 6 Gunning	C1a, C1b, C4e, C5a, C6a, D1b, E1d, E1e
Building Comprehension: Theory and Strategies	Ch 7 Gunning	C6b, C6c, D2b, D4, E1j; 6D4f
Building Comprehension: Text Structures and Teaching Procedures	Ch 8 Gunning	C6b, C6c, D2b, D4, E1j; 6D4f
Designing Literacy Lessons based on Learner Needs		C1b, C9d, D1b, D6, E1a, E1b, E1d, E1e, E1j, E2a, E2b

\*\*This schedule is subject to change as the needs of the class demand.

**CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT** MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment They will, for themselves and for

their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.