

# **Minnesota State University Moorhead**

## **EECE 613: Literacy Instruction and Assessment: A Historical Perspective**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

EECE 525 - Improvement of Instruction in Reading and Language Arts

Corequisites: None

MnTC Goals: None

The study and analysis of literacy learning theories as the basis for examining current instructional programs and practices. Prerequisites: Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework), or consent of instructor.

**B. COURSE EFFECTIVE DATES:** 10/06/2004 - Present

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Historical, State, National Influences and Reading Instruction and Assessment Today
2. Emergent Readers
3. Word Recognition
4. Vocabulary Development
5. Fluency and Automaticity
6. Comprehension and Metacomprehension
7. Sound Principles for Assessing and Evaluating Reading Curriculum
8. Analyzing Programs

#### **D. LEARNING OUTCOMES (General)**

1. A teacher of reading understands the reading process and the process of learning to read and can apply research, theory, and best practices to teach and foster: emergent reading skills such as phonemic awareness, alphabet recognition, and understanding that printed words convey meaning; word recognition skills including phonics, blending, structural analysis, and contextual analysis
2. A teacher of reading understands the reading process and the process of learning to read and can apply research, theory, and best practices to teach and foster: developing an initial sight vocabulary and an increasingly larger and more complex vocabulary, mastering word-learning strategies such as the use of context and structural analysis, and developing word consciousness; fluency and automaticity in both oral and silent reading
3. A teacher of reading understands the reading process and the process of learning to read and can apply research, theory, and best practices to teach and foster: comprehension strategies such as adjusting reading approach, activating background knowledge, summarizing, generating questions, constructing mental representations, and self-monitoring
4. A teacher of reading understands how to assess the reading development of individual students and groups of students based on the assessment data and communicating this information by applying: best practice in individual and group reading assessment; sound principles in assessing, analyzing, and evaluating reading curriculum
5. A teacher of reading integrates knowledge of reading with the teacher's understanding of pedagogy, students, learning, classroom management, and professional and instruction development and leadership. The teacher of reading must: understand and apply the current knowledge and research-based best practices in reading education at the elementary, middle level, and high school levels and communicate these to colleagues and the wider community
6. A teacher of reading integrates knowledge of reading with the teacher's understanding of pedagogy, students, learning, classroom management, and professional and instruction development and leadership. The teacher of reading must: understand the role and alignment of district, school, and department missions and goals in reading program planning as well as current state and federal legislation as it relates to reading; know what resources are available from professional organizations whose mission is the improvement of literacy.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted