

Minnesota State University Moorhead

STL 395: Literacy Methods I

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

This course requires the following prerequisite

STL 295 - Foundations of Language and Literacy

Corequisites: None

MnTC Goals: None

This course focuses on methods of literacy instruction for teaching children in preschool to grade three. Emphasis is placed on instructional strategies to support readers and writers across the five pillars of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) within a comprehensive literacy framework. This course builds upon the content and concepts related to the five pillars introduced in STL 295. Further, this course includes a strong emphasis on the role of assessment in the teaching and learning process and exposes candidates to a variety of literacy assessments.

B. COURSE EFFECTIVE DATES: 01/01/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Comprehensive literacy framework
2. Five pillars of reading instruction: phonemic awareness, vocabulary, fluency, phonics, and comprehension
3. Methods and strategies to promote reading and writing
4. Organizing instructional blocks: Writers workshop, Daily 5
5. Assessment

D. LEARNING OUTCOMES (General)

1. Understand the central concepts and tools of inquiry for teaching language and literacy, including how to use appropriate techniques for broadening the listening speaking, reading, and writing vocabularies of primary-aged children.
2. Understand the central concepts and tools of inquiry for teaching language and literacy, including how to help children use phonemic, semantic, and graphemic cuing systems during literacy learning activities.
3. Understand the central concepts and tools of inquiry for teaching language and literacy, including how to develop primary-aged children's ability to use spoken, visual, and written language to communicate with a variety of audiences for different purposes.
4. Understand the central concepts and tools of inquiry for teaching language and literacy, including how to use a variety of strategies to present, interpret, and elicit responses to primary-aged children's literature.
5. Understand foundations of reading processes, development, and instruction, including phonological and phonemic awareness. This includes 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 the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes.
6. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including: phonics and other word identification strategies and fluency, including; systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units; word identification strategies and common, irregular sight words; and the development of reading fluency.
7. Knowledge of how to develop vocabulary knowledge, including understanding the critical role vocabulary plays in reading; comprehension processes related to reading; knowledge of how proficient readers read; how to facilitate listening comprehension; and how to develop comprehension of print material.
8. Understanding of the English language, including basic knowledge of English conventions and the structure of the English language; basic knowledge of English syntax and semantics and the ability to use the 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.
9. Knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including; appropriate, motivating instruction, both explicit and implicit; auditory awareness, discrimination of sounds, and word awareness; selection, design, and use and appropriate and engaging instructional strategies, activities, and materials.
10. Knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including: the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework.
11. Knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write; displaying positive dispositions toward the act of reading and the teaching of reading, including a belief that all students can learn to read regardless of cognitive, cultural, or linguistic backgrounds.
12. Use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children; know how to integrate the communication arts; develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience; develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes.
13. Understand oral and written language development, including: relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency; 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.

14. Understand phonological and phonemic awareness, including: the phonemes that make up the English language; 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 the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes.
15. Understand phonics and other word identification strategies and fluency, including: systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units; word identification strategies and common, irregular sight words; and the development of reading fluency.
16. Knowledge of how to develop vocabulary knowledge, including; understanding the critical role vocabulary knowledge plays in reading; how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading.
17. Understand appropriate, motivating instruction, both explicit and implicit: auditory awareness, discrimination of sounds, phonemic awareness, and word awareness; the teaching of phonics, sight words, spelling, and fluency including the selection, design, and use of instructional programs, materials, texts, and activities.
18. Understand selection, design, and use and appropriate and engaging instructional strategies, activities, and materials, including: teaching vocabulary using a range of instructional activities to extend students; understanding of words; and both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work.
19. Understand 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.
20. Understand development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work.
21. 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.
22. Knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency; vocabulary knowledge in relation to specific reading needs and texts; comprehension of narrative and expository texts and their use of comprehension strategies including determining students; independent, instructional and frustration reading levels; oral and written language to determine their understanding and use of English language structures and conventions.
23. Knowledge of how to use students; interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write.
24. Knowledge of development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum.
25. The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students.
26. Understand the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self selected reading and frequent opportunities for sharing what is read; displaying positive dispositions toward the act of reading and the teaching of reading, including a belief that all students can learn to read regardless of their cognitive, cultural or linguistic backgrounds.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted