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**ED 313 Language and Literacy I (IA)**

**Tuesday/Thursday**

**12:30 – 1:50**

**Harbert 102**

**College Catalog Description**

Provides a framework to make appropriate decisions regarding the planning, implementation, and the assessment of literacy instruction using appropriate texts and children’s literature in the elementary classroom in all disciplines. This course allows the teacher candidate to explore books and other text resources for children; the authors, illustrators, and poets who write for children; and the resources available for literacy acquisition through children’s literature. The required laboratory experience in area K-6 schools provides a foundation for thematic teaching in the area of literacy learning. This course includes working with children with special needs. Laboratory required. A service-learning integrated course. Fall and Spring.

**Comprehensive Description (Specific ACTS Indicators/Topics Covered/Standard Numbers)**

This course provides students an opportunity to refine their levels of knowledge, understanding and application of English language areas to teach speaking, viewing, listening, and thinking skills. This course focuses on the role of appropriate children’s literature and other textual resources in a comprehensive literacy program supporting oral language, the alphabetic principle, phonemic awareness, phonics, comprehension, decoding and encoding (including spelling and writing), fluency, and vocabulary development, as well as multisensory approaches to teaching reading and literacy. Students will learn to “walk with bookshelves in their heads,” how to use those bookshelves to appropriately match children to books, and how to use those bookshelves as opportunities for windows, mirrors, and doors for better understanding of ourselves and others in a diverse world. Students will learn to select appropriate texts with diverse learners in mind, specifically focusing on the science of learning to read and reading to learn with attention to multisensory approaches to literacy acquisition.

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| **Standard Number** | **Standard** | **Foundational Reading Focus** | **Course Assignment** | **Assessment Instrument** |
| 2.1 | Candidates demonstrate a high level of competence in use of English language areas and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. | Oral Language Development  Alphabetic Principle  Phonemic Awareness/Phonological Awareness  Fluency  Vocabulary  Writing  Comprehension  Encoding  Decoding  Multisensory Approach | Teaching Unit including lesson plans addressing the standard(s) and the foundational reading focus  Small group teaching experience (with lesson plans addressing the standard and the foundational reading focus) – 10 hours  Reading Reflections | Checklist and Rubric |
| 3.2 | Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to students from diverse populations. |  | (IA) Windows, mirrors, and doors paper/presentation. | Rubric |

**Required Texts**

**Selected Articles/Publications**

Articles and Publications are listed by Instructional Topic/Focus in the Schedule of Readings found below

Selected Resources from the Alabama Reading Initiative Website including [**Foundational Skills to Support Reading for Understanding**](https://www.alsde.edu/sec/ari/Reading%20Research/Foundational%20Skills%20to%20Support%20Reading.pdf)

**Professional Books**

Fox, M. (2008) Reading magic.

Laminack, L. (2018). The ultimate read aloud resource: Making every moment intentional and instructional with best friend books.

Laminack, L. and Kelly, K. (2019). Reading to make a difference.

**Teacher Education Department Conceptual Framework/Guiding Principles**



***Purposeful and intentional teaching focused through a liberal arts lens***

The Conceptual Framework the Guiding Principles of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

*1. Demonstrate Intellectual Curiosity*

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

*2. Demonstrate Philosophical, Pedagogical, and Academic Grounding*

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know – they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why – they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how – they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

*3. Practice Reflective and Intentional Teaching*

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

*4. Practice Advocacy for the Community, the Profession, and for All Children*

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

**Course Assignments:**

**1. GoodReads Shelves**

<https://www.goodreads.com/>

100 picturebooks, graphic novels, poetry books, early chapter books, decodable texts, or other supportive and appropriate texts for use in teaching reading and literacy k-6 (200 points)

**2. Exams**

Mid Term Exam (50 points)

The Windows/Mirrors/Doors Diversity Paper and Presentation serve as the Final Exam (50 points)

**3. Field Experience**

Ten times – small group instruction (with approved plan and reflection) (20 points) **DURING FALL 2020, THESE EXPERIENCES WILL BE VIRTUAL READ-ALOUDS WITH CONNECTED LESSONS**

**4. Teaching Unit**

This unit includes focused and connected lesson designs/plans which include the standard(s) and the foundational reading focus/foci (100 points)

**Grading Scale:**

A=93-100; A- = 90-92; B+ = 87-89; B= 83-86; B-= 80-82; C+= 77-79; C=73-76; C-= 70-72

**Honor Code:**

Please be reminded that the BSC Honor Code applies to this class as well as to all your classes. You should review the Honor Code since it applies to your time in class, your behavior outside of the class, and to your work submitted to meet class requirements. You should pay particular attention to the section in the Student Handbook defining plagiarism since you will be completing written and oral assignments for this course.

**Academic Accommodations:**

Students who require academic accommodations due to a disability should make an appointment with me as soon as possible to discuss these accommodations. If you have not established your academic accommodations through the Office of Accessibility, but need assistance due to a disability, please contact that office as soon as possible.

Schedule of Instruction Topics, Readings, and Assignments

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| **Week** | **Instructional Topic/Literacy Focus** | **Readings for the Week** | **Assignment** | **Notes** |
| One | **Literature and Literacy**  Class Overview, Assignments, Introductions  Pre-reading Survey | NCTE Position Paper on “Preparing Teachers with Knowledge of …” (Found on Moodle)  Introductions from all three professional texts | Create Goodreads account  Write your “reading story”  Choose books from cart  Graphic Organizer Comparing/Contrasting Common Themes in all 4 readings | Choose New Books from the Provided Selections Each Week. Read, Review, and Add to GoodReads Page. |
| Two and Three | **Literature, Literacy, and Oral Language**  **Characteristics of an Intentional and Instructional Read-aloud** | Beck, I.L., & McKeown, M.G. (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. *The Reading Teacher, 55* (4), 10 – 20.  NCTE Position Paper on “Preparing Teachers with Knowledge of …” (Found on Moodle)  <http://www.readwritethink.org/classroom-resources/lesson-plans/literature-response-primary-classrooms-30737.html>  *The Ultimate Read-Aloud Resource* – Introduction – Chapter 2 | Reading Reflections and Video Reflections  Reading Story  Unit topic due (from one of the focus chapters in *Reading to Make a Difference)* | Field Experiences begin week three. I will model the first lesson and we will review the lesson plan in a backwards design. |
| Four | **Literature, Literacy, and the Alphabetic Principle** | Lesson Plan Review:  <http://www.readwritethink.org/resources/resource-print.html?id=30941>  Kaye, E.L. 7 Lose, M.K. (2018). As easy as ABC? Teaching and learning about letters in early literacy. *The Reading Teacher 72*, (5) 195 – 201.  *Reading Magic* Forward through Chapter 6 | Reading Reflections  Lesson Plan 1 with focus on alphabetic principle for field experience | Field Experience and reflection after each of the school visits |
| Five | **Literature, Literacy, and Phonemic Awareness/Phonological Awareness** | Olszewski, A., Guo, Y. & Briet-Smith, A. (2018). The effect of a shared-book reading intervention on the story retelling and phonemic awareness of a third-grader with reading disabilities. *Reading & Writing Quarterly 34* (3), 233-247.  *Reading Magic* Chapters 7 – 13 | Reading Reflections  Lesson Plan 2 with focus on phonemic awareness  Windows/Mirrors/Doors Paper Topic Due | Field Experience and reflection after each of the school visits |
| Six | **Literature, Literacy, and Phonics** | Serafini, F. (2011). Creating space for children’s literature. *The Reading Teacher 65* (1) 30-34.  *Reading Magic* Chapters 7 – 13 | Reading Reflections  Lesson Plan 3 with focus on phonics | Field Experience and reflection after each of the school visits |
| **Midterm Exam** | | | | |
| Seven and Eight | **Literature, Literacy, and Comprehension, Motivation, and Engagement** | Gambrell, L. B. (2011). Seven rules of engagement: What’s most important to know about motivation to read. *The Reading Teacher 65* (3): 172 – 178.  *Reading Magic* Chapters 13 – 17  *The Ultimate Read-Aloud Handbook* Chapters 2 -7  *Reading to Make a Difference* – Unit Roundtable Discussions | Reading Reflections  Lesson Plan 4 with focus on comprehension/comprehension strategy | Field Experience and reflection after each of the school visits |
| Week Nine | **Literature, Literacy, and Encoding: Spelling and Writing** | Vines, N. Jordan, J. & Broemmel, A.D. (2020). Reenvisioning Spelling Instruction: Developmental word study nonnegotiables. *The Reading Teacher 73* (6): 711 – 722. | Reading Reflections  Lesson Plan 5 with focus on spelling/encoding | Field Experience and reflection after each of the school visits |
| Week Ten | **Literature, Literacy, and Multisensory Approaches** | Beach, P. & Bolden, B. (2019). Word painting: Using a musical technique to enhance vocabulary. *The Reading Teacher 72* (6), 750 – 754. Abdul Razak, T.E. (2019) An exploration of the impact of picture books on students with dyslexia. *Asia Pacific Journal of Developmental Differences, 6* (2), July 2019, 224 – 261. | Reading Reflections  Lesson Plan 6 with focus on multisensory approaches | Field Experience and reflection after each of the school visits |
| Week Eleven | **Literature, Literacy, and Decoding, Fluency, and Oral Reading** | Cole, A. D. (2011). Scaffolding beginning readers: Micro and macro cues teachers use during student oral reading. *The Reading Teacher 59* (5), 450 – 459. Pikulski, J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher 58* (6), 510 – 519. | Reading Reflections  Lesson Plan 7 with focus on decoding, fluency, and oral reading (child specific) | Field Experience and reflection after each of the school visits |
| Week Twelve | **Literature, Literacy, and Dyslexia and Other Reading Disorders** | Abdul Razak, T.E. (2019) An exploration of the impact of picture books on students with dyslexia. *Asia Pacific Journal of Developmental Differences, 6* (2), July 2019, 224 – 261.  Morris, R.D., Stuebing, K.K., Fletcher, J.M. Shaywitz, S.E., Lyon, G. R., Shankweiler, D.P., Katz, L., Francis, D.J., a& Shaywitz, B.A. (1998). Subtypes of reading disability: Variability around a phonological core. *Journal of Educational Psychology, 90*, pp. 347-373. | Reading Reflections  Lesson Plan 8 with focus on specific needs of the child | Field Experience and reflection after each of the school visits |
| Week Thirteen | **Putting it All Together** |  | Roundtable Unit Presentations |  |
| **Final Exam/IA Windows Mirror and Doors Diversity Paper and Presentations** | | | | |