

Course: *LTRC907 “Literacy Instruction: Connection Theory, Research, and Best Practice”*

Credits: 4 Graduate Credits from Framingham State College (FSC)

Semester: Fall

Instructor: Chris Louis Sardella, Adjunct Faculty, FSC (CSardella@nsboro.k12.ma.us)

Location: Oxford High School

Description:

Literacy Instruction addresses the principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment.

The focus of this course is to provide the participants with the background knowledge, current research, and instructional strategies that make up a balanced literacy program. The course content will cover the major tenets essential to a comprehensive graduate literacy course – English Language Arts (ELA) standards, current and past literacy research and theory, standardized and authentic assessment, phonics, reading comprehension, literature, writing, content area applications, diversity and struggling readers, study skills and test-taking

Specific assignments are listed at the end of this syllabus. Each assignment will be modeled and additional directions will be provided in class.

Personal goals will be established and documented. Through listening, speaking, reading, writing, viewing, visually representing, and thinking you will model your own proficiencies in the English language arts. You must be an active participant in this course and you are expected to assess every aspect of your participation through personal and professional reflection.

Literacy Objectives:

1. to understand the history, research, philosophy, and beliefs of the various approaches to literacy instruction at all levels.
2. to be able to relate state and local curriculum framework standards to school and individual implementation of literacy programs.
3. to assess and evaluate instructional materials, student progress, and associate performance and products.
4. to understand the components and application of instructional fields such as phonics, vocabulary, comprehension, writing and study skills in a balanced literacy program.
5. to be able to integrate literature into all levels and instructional units, both in the language arts block and in content area lessons.
6. to become skilled at adapting literacy program components for English Language Learners (ELL), Special Education students, and all struggling readers.
7. to apply all strategies and class experiences to personal goals, current professional responsibilities, and future plans.
8. to further strengthen and develop beliefs in the values of being an active member of the literate community and to encourage and support your students and their parents in their efforts to reach this goal.

Class Attendance:

It is expected that students will attend all classes. However, if an unforeseen circumstance prevents a student from being present, an alternative assignment, based on the material covered in class, will be assigned.

Assignments:

Personal Goals: Think about the purpose of this course. Think about what you as an individual need to learn. Determine *your* goals for this course. Establish two or three goals that you can realistically accomplish during the term. Keep in mind that the personal goals are different than and in addition to the goals for the course as outlined on this syllabus. The paper you submit will include your goals and how you plan to accomplish each goal. Use the bullet format followed by an explanation in paragraph form.

Trelease Reading Response Journal: While reading the *Read Aloud Handbook*, you will need to keep a response journal. This response journal can be used during the discussions on the book and may be in the form of notes or graphic organizers. Group discussions, with rotating leaders, will take place.

Balanced Literacy Classroom/ Planning Literacy Blocks: Based on Cooper's *Literacy: Helping Children Construct Meaning*, you will be creating an authentic classroom schedule.

Put Reading First Notebook: Know the five core components of reading instruction according to *Put Reading First*. Create a graphic organizer for each component that includes examples of how you see the strategies addressed in the classroom. After reading each instructional strategy, you will demonstrate your understanding for each by creating a lesson plan that could be used in the classroom. You will also have to document the standards used for the lesson from the Massachusetts English Language Arts Curriculum Framework.

Nonfiction Unit: Students will create a nonfiction unit based on the nonfiction text structures discussed in class. The unit will include creative ways to implement the text structures in an authentic classroom. The unit will be correlated to the Massachusetts English Language Arts Curriculum Framework.

Mini Lesson Demonstration: Each student will demonstrate a lesson from a chapter in *Words Their Way* by Donald R. Bear, et. al. These lessons will take place as we review each corresponding chapter.

Chapter 3: Activity involving Word Study

Chapter 4: Activity for Emergent Readers

Chapter 5: Activity for Beginning Readers in the Letter Name-Alphabetic Stage

Chapter 6: Activity for Students within the Word Pattern Stage

Chapter 7: Activity for Students in the Syllables and Affixes Stage

Chapter 8: Activity for Students in the Derivational Relations Stage

Article Review on Assessment – Each student will read an article related to assessment from a reputable reading/education journal. Then, a review will be submitted along with the article. The format will be distributed prior to the assignment.

Cooper Assignments: You will be expected to respond to *Literacy: Helping Children Construct Meaning* by J. David Cooper through four focus essays assigned at various points during the semester. You will be expected to synthesize the information gathered from the text and apply it to your classroom. There will also be several brief assignments based on reading strategies.

Grading: All assignments should be typed with one-inch margins and professionally presented. Assignments are due on given dates. Unless there are extenuating circumstances, late assignments will not be accepted.

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| Class Participation | In-class assignments, demonstrations, and participation in class discussions | 10% |
| Trelease Journal/Discussion | Reading response journal and participation in discussion circle | 10% |
| Balanced Literacy Program | Comprehensive balanced literacy plan for a model classroom | 15% |
| Nonfiction Unit | Notebook of graphic organizers and assignments to use with a nonfiction text | 15% |
| Focus Essays | Four essays based on readings from Cooper | 15% |
| Reading First Notebook | Graphic organizers and lesson plans associated with five core components of reading | 15% |
| Bear Phonics Demonstration | Demonstration of Phonics lesson from Bear book | 5% |
| Final Exam | Synthesis of all class material | 15% |

Literacy Events: It is very important to keep current in the field and interact with other professionals. So, it would be in your best interest to attend as many literacy events as you can.

Required Texts:

Bear, Donald R., Marcia Invernizzi, Shane Templeton, and Francine Johnston. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 3rd ed. Upper Saddle River, NJ: Pearson Merrill Prentice Hall, 2004.
ISBN 0131602551

Cooper, J. David. *Literacy: Helping Children Construct Meaning*. 6th ed. Boston: Houghton Mifflin, 2006.
ISBN 0618473939

Hill, Bonnie Campbell, Nancy J. Johnson, and Katherine L. Schlick Noe. *Literature Circles and Response*. Norwood, MA: Christopher-Gordon Publishers, 1995.
ISBN 092684248X

Trelease, Jim. *The Read-Aloud Handbook*. 6th ed. New York: Penguin, 2006.
ISBN 0143037390

In addition: *Put Reading First* from the National Institute for Literacy (to be distributed in class)

Recommended Text:

Hill, Bonnie Campbell, Nancy J. Johnson, and Katherine L. Schlick Noe. *Literature Circles Resource Guide*. Norwood, MA: Christopher-Gordon Publishers, 2001.

ISBN 1929024231

14.907 *Literacy Instruction* addresses the following Massachusetts Department of Education licensure standards:

7:06: Subject Matter Knowledge: Elementary

7:08: Professional Standards for Teachers

- (a) Plans Curriculum and Instruction
- (b) Delivers Effective Instruction
- (c) Manages Classroom Climate and Operation
- (d) Promotes Equity
- (e) Meets Professional Responsibilities

For further explanation of licensure standards, contact the Massachusetts Department of Education at 350 Main Street, Malden, MA 02148-5023 or visit their web site at www.doe.mass.edu. The DOE answers their phone only during specified hours that are provided on their web site. The number to call is 617-388-3300.

FSC Education Department web site: www.framingham.edu/education/

FSC DGCE web site: www.choosefsc.org

Blackboard: <http://framingham.blackboard.com/>