A. Course Description

Credits: 3

Prerequisites: EDU 481 Urban Grades 1-6 Curriculum and Practicum AND EDU 483 Foundations of Teaching Reading in Urban Grades K-6

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course presents an in-depth study of the predominant current philosophies and methodologies of Early Childhood and Elementary reading instruction. Emphasis will be placed on the critical elements in literacy development. These elements are: phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension. Current organizational procedures and foundations of reading instruction will be presented. Special consideration is given to effective practices and adapting instruction for culturally and linguistically diverse students.

B. Course Effective Dates: 12/14/2010 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Applying a variety of reading comprehension strategies to different types of informational materials and content area texts.
2. Auditory awareness, discrimination of sounds, phonological and phonemic awareness.
3. Basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics.
4. 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.
5. Both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work.
6. Comprehension of narrative and expository texts and their use of comprehension strategies including determining student's independent instructional and frustration reading level.
7. Development of literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work.
8. How the etymology and morphology of words related to orthographic patterns in English.
9. How to facilitate comprehension at various stages of student's reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading.
10. How to provide opportunities for students to engage in early and continual language experiences to increase their vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words.
11. 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 material.
12. Knowledge of how to use students' interest, reading abilities, and backgrounds as foundations for the reading programs and provide authentic reasons to read and write.
13. Knowledge of reading comprehension process necessary to comprehend different types of informational materials and context area texts.
14. Multisensory techniques to ensure that students learn concepts about print including how or recognize and write letters.
15. Phonics and other word identification strategies and fluency.
16. Plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds.
17. Selection and appropriate explicit instruction and guided practice to teach written language structures using a range of approaches and activities to develop student's facility in comprehending and using academic language.
18. Selection design, and use and appropriate and engaging instructional strategies, activities, and materials.
19. Systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units.
20. Teach vocabulary using a range of instructional activities to extend student's understanding of words.
21. The ability to administer selected assessment and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work.
22. The ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement.
23. The ability to understand the appropriate use of each kind of assessment and the concepts of validity and reliability.
24. The development of reading fluency.
25. The importance of teaching uppercase and lowercase letter recognition and formation.
26. The instructional progression of the alphabetic principle.
27. The levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies.
28. The levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies.
29. Understanding of concepts about print and the alphabetic principles.
30. Understanding the critical role vocabulary plays in reading.
31. Vocabulary knowledge in relation to specific reading needs and texts.
32. Knowledge of how to enhance literacy skills helping students understand similarities and differences between language structures used in spoken and written English.
33. Knowledge about how letters, words, and sentences are represented in written English.
34. Phonemes that make up the English language.
35. Relationships among reading writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency.
36. The instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes.
37. The interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.
38. Ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segments, substitute, and delete sounds in words.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

Community Engagement