**RHODE ISLAND COLLEGE**
*FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT*
*NCATE ACCREDITATION*

# UNDERGRADUATE LITERACY CURRICULUM REVISION

## Contents

## REVISION PROCESS FALL/SPRING 2010-2011

1. **Analysis of assessment data, candidate feedback, and partner schools feedback**
   - While preparation is strong, there is inconsistencies among different sections of the same course
   - The sequence of literacy courses needs to be articulated, and clearly communicated to candidates.
2. **Review of literature in literacy teacher education**
   - Knowledge to Support the Teaching of Reading: Preparing teachers for a changing world ([Snow, Griffin, & Burns, 2005](#))
   - Examining the Research on Critical Issues in Literacy Teacher Education ([Wold, Grisham, Farnan, & Lenski, 2008](#))
   - Guidelines for the Preparation of Teachers of English Language Arts ([Stover, 2006](#))
3. **Informal survey of student knowledge of five key areas of literacy teaching (comprehension, vocabulary, phonics, fluency, and phonemic awareness)**
   - Committee discussion of results of this survey and evidence of gaps in student knowledge within key areas
4. **Cross sectional review of current syllabi for each of the three courses noting how, if at all, each key area of literacy was included in each course (Bob Rude and Jen)**
5. **Committee Meeting #1**
   – Faculty contribute and compare/contrast key outcomes of undergraduate literacy courses
6. **Review of International Reading Association Certificate of Distinction for the Reading Preparation of Elementary and Secondary Teachers**

**Certificate of Distinction Standard 1: Content-Foundational Knowledge**
   - o 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components (including word recognition, language comprehension, strategic knowledge, and reading/writing connections).
   - The program provides candidates with opportunities to:
   - Recognize major theories of reading and writing processes and development with supporting research evidence, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.
   - Explain language and reading development across elementary years, e.g., word recognition, language comprehension, strategic knowledge, and reading/writing connections using supporting evidence from theory and research.
   - Demonstrate knowledge about transfer of skills from L1 to L2 as it affects literacy learning across these components.
   - Explain the research and theory for effective learning environments that support individual motivation to read and write (e.g., access to traditional print and online resources, choice, challenge, interests).
     - o 1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
       - The program provides candidates with opportunities to:

- Identify major milestones in reading scholarship and interpret them in light of the current social context.
  - o 1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
    - The program provides candidates with opportunities to:
    - Show fair-mindedness, empathy, and ethical behavior in literacy instruction and working with professionals.
    - Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

**Certificate Winning Program Review**
- University of Alabama
  - o Block System for practicums with multiple methods courses feeding into same practicum
  - o Professional Semester I
    - CRD 369 Fundamentals of Reading Instruction – Study of the reading process and of the methods and strategies employed in teaching reading at the early childhood, elementary, and middle school levels. Basic concepts are studied, and methods of teaching word attack and comprehension skills are emphasized.
  - o Professional Semester II
    - CEE 365 Literature for Children K-6 – Selection and teaching of literature for elementary school children at various developmental levels according to interests, needs, and abilities. (Field Experience)
    - CEE 370 Teaching Reading in Elementary School – Materials and methods in the teaching of reading, with emphasis on developing readiness and planning a balanced program (Field Experience)
    - BER 450 Assessment of Classroom Learning and Accommodation Strategies – Survey of teacher-made and standardized instruments for understanding students' achievement and evaluating teaching (Field Experience)
  - o Professional Semester III
    - CEE 478 Teaching Language Arts in Elementary School – Deepening understanding of the materials and methods for teaching of reading and language arts with emphasis on planning a balanced literacy program. (Field Experience)
- Florida International University
  - o Block system for practicums with multiple methods classes feeding into same practicum
  - o RED 3313 Language and Literacy Development – Introduces linguistic elements of English, language development, emergent literacy, and their impact on L1 and L2 students
  - o RED 4150 Content and Methods of Teaching Beginning Literacy – Provides content and methods needed to understand and teach beginning literacy to elementary students of diverse backgrounds and abilities.
  - o EDF 3430 Measurement and Evaluation in the Classroom – Basic concepts in educational measurement, utilizing measurement in instruction, construction of teacher-made tests and other classroom assessments, portfolio and performance assessment, interpretation of standardized test scores
  - o TSL 3080 ESOL Issues: Principles and Practices I – Introduces issues, principles and practices of teaching English to speakers of other languages to develop the conceptual understandings that form the foundation of knowledge necessary to successfully meet the needs of linguistically and culturally diverse students.
  - o TSL 4081 ESOL Issues: Principles and Practices II – Provides understandings, skills, and disposition needed to select, evaluate, and apply TESOL strategies in elementary classrooms.
  - o RED 4311 Content and Methods of Teaching Intermediate Literacy – Provides content and methods needed to understand and teach transitional literacy to elementary students of diverse backgrounds and abilities.

- o RED 4110 Content and Methods of Teaching Literacy in Schools – Provides content and methods needed to understand and teach a quality literacy program that meets the needs of all children.
- University of Indianapolis
  - o I can't quite tell, but I think this program is on a block system as well, with multiple courses using the same practicum site.
  - o EDUC 335 Literacy/Primary Grades (4 hrs) + 1hr Field Experience – Focueses on children's literacy development in the primary grades (k-2). Instructional and assessment strategies are demonstrated and applied in field experiences developing phonemic awareness, phonics, fluency, vocabulary, and comprehension.  Candidates learn about a balanced literacy program that includes reading aloud, shared reading and writing, guided reading and writing, word study, self-selected reading and bookmaking.
  - o EDUC 336 Literacy/Intermediate Grades (4 hrs) + 1 hr Field Experience –Focuses on children's literacy development in the intermediate grades (3-6). Instructional and assessment strategies are demonstrated and applied in field experiences developing fluency, vocabulary, and comprehension with fictional and informational texts.  Candidates learn about literacy instruction through basal work, literature circles, reading-writing workshops, process writing, and content area reading-writing.  Candidates learn to monitor students' literacy development through informal reading inventory and portfolio assessment.
  - o EDUC 420 Children's Literature (3hrs) –Explores the many genres (both fictiona and nonfiction) and formats (e.g., picture books, magazines, and media) of children's literature that are appropriate for use in elementary classrooms.  Students learn how to evaluate texts for literary and visual quality and use these texts to support their future students' understanding of themselves and the world around them.  Special attention is given to motivating students to become lifelong readers.
  - o EDUC 372 Teaching Learners with Mild Disab + EDUC 373 tutoring –Provides models of effective instruction for students with diverse learning needs who are educated in the general education classroom.  An emphasis is placed on promoting culturally responsive teaching and strategies to differentiate and adapt instruction to accommodate exceptional learners.  Curriculum that promotes the academic, social, and behavioral competence of students is demonstrated in addition to data-based instructional systems such as curriculum=based measurement.  Application of assistive technology to support learners are emphasized.
  - o EDUC 374 Assessment and Instruction of Learners with Mild Disab + EDUC 375 Tutoring – Presents various models of formal and informal assessment to discern the needs of students with divers learning profiles.  The linking of assessment and intervention to promote optimal outcomes for students is emphasized.  Students learn to administer, evaluate, and interpret various tests, rating scales, and classroom-based assessments to determine appropriate instructional strategies.  Assessment procedures by other service providers such as occupational therapists are observed.  Curriculum-based assessment and measurement are used as an operational model to inform teaching and learning.  Assistive technology applications are explored.

## 7. Review of Common Core Standards

- Reading Standards for Literature K-5
  - o Requires students understand genres, literal (character, setting, plot) and inferential comprehension strategies (questioning, inferring, predicting, synthesizing, etc.), text structures (compare/contrast, sequence, cause/effect, etc.), use of figurative and other aspects of language (rhythm, rhyme, alliteration, etc.), as well as vocabulary/word choice, use of visual and text to make meaning and draw conclusions
- Reading Standards for Informational Text K-5
  - o Similar to above, yet more focused on critical literacy (determining evidence to support conclusions, questioning sources, and verifying information), use text features (bold, italics, subheadings, etc.), determine importance of information to match purpose (readers' and/or

authors'), compare and contrast texts, text structures, multiple resources on same topic, interpret graphics (charts, diagrams, etc.) in combination with text to make meaning

- Foundational Skills K-5
  - o Print concepts + Phonological Awareness (K-1 only)
  - o Phonics and Word Recognition – single syllable patterns, sight words, affixes, syllabication patterns, morphology, regular vs. irregular words
  - o Fluency – multidimensional and developmentally appropriate application of fluency including accuracy, prosody, and rate.  Self monitor and apply strategies to self correct.
- Writing Standards K-5
  - o Text Types and Purposes – ranging from opinion pieces, narratives, informational/explanatory
  - o Production and Distribution of Writing – Development and organization matched to task and purpose, the writing process, and using technology to improve and distribute written ideas
  - o Research to Build and Present Knowledge – Apply reading standards to locate and synthesize evidence to support a topic
  - o Range of Writing – work on a piece over time in multiple settings
- Listening and Speaking Standards K-5
  - o Comprehension and Collaboration – participate in collaborative conversations, asking and answering questions, listening to and responding in appropriate ways, asking for clarification and providing clarification, summarize and synthesize ideas within an oral presentation or read aloud
  - o Presentation of Knowledge and Ideas – talk in complete sentences and/or multiple linked sentences to effectively communicate ideas on topic and in an organized way, adapt speech to task and context

8. **Committee Meeting #2**
   - Draft course purposes created and presented
   - Purposes reviewed, revisions planned
   - Revised DRAFT document sent to UG Literacy committee
   - Next steps – creation of objectives aligned with purposes
9. **Committee Meeting #3**
   - Draft course objectives aligning with purposes reviewed and revisions planned
   - Next steps – revise DRAFT documents, then send to UG Literacy committee
10. **Draft documents sent to UG Literacy Adjunct instructors for review**
    - All committee members available to receive feedback from adjuncts
11. **Committee Meeting #4**
    - Limited adjunct faculty feedback shared and discussed
    - DRAFT documents discussed in detail, final revisions determined
    - Final documents sent to committee for proofreading
    - Feedback on final documents compiled and sent out to all committee members
    - Next steps – agreement to go public and revisit curriculum in a year, as well as to support colleagues in implementation in the fall/spring 2011-2012

Snow, C. E., Griffin, P., & Burns, M. S. (Eds.). (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world* San Francisco, CA: Jossey-Bass

Stover, L. T. (Ed.). (2006). *Guidelines for the preparation of teachers of english language arts.* Urbana: National Council of Teachers of English.

Wold, L. S., Grisham, D. L., Farnan, N., & Lenski, S. D. (2008). Examining the research on critical issues in literacy teacher education. *Journal of Reading Education, 33*(2), 11-20.

## PURPOSES

| ELED 422<br>Teaching Developmental Reading I | ELED 435<br>Teaching Language Arts<br>in the Elementary School | ELED 424<br>Teaching Developmental Reading II |
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| Purposes: | Purposes: | Purposes: |

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| a) Provide students with the theoretical background in literacy as it applies to development of comprehension, vocabulary, fluency, phonics, and phonemic awareness from PreK-6th.<br>b) Facilitate students' understanding of the relationship between literacy and language development.<br>c) Develop students' abilities to identify and recognize developmental trends and factors that influence elementary students' alignment with trends (such as English language learning, environmental factors, and learning differences).<br>d) Begin to create an understanding of effective instructional practices (in phonemic awareness, phonics, fluency, vocabulary, and comprehension) that align with theories of development and goals of literacy (critical thinking, motivation, and engagement across the curriculum).<br>e) Facilitate students' understanding of the influence of the affective domain (attitudes, beliefs, values, motivation, and engagement) and its influence on academic achievement and lifelong learning | a) Provide students with the theoretical background in language acquisition and development as it applies to the learning of reading, writing, listening, speaking, and viewing from birth through 6th grade.<br>b) Facilitate students' understanding of the relationship between language and literacy development, including their own.<br>c) Facilitate students' understanding of oral and written language expression.<br>d) Facilitate students' understanding of how oral and written language are used to think critically for a variety of purposes in a variety contexts.<br>e) Begin to create an understanding of how to coordinate language and literacy experiences that develop oral and written language expression across the curriculum (i.e. within math, science, social studies, etc.). | a) Facilitate students' understanding of how to design developmentally appropriate literacy instruction that<br>▪ Is balanced (i.e. giving appropriate attention to decoding and comprehension)<br>▪ Gradually releases responsibility to students<br>▪ Inspires a lifelong reading habit, therefore taking into consideration students' interests, attitudes, beliefs, and values of literacy<br>▪ Integrates all the language arts in meaningful/purposeful ways<br>b) Develop students' understanding and skills in the diagnosis of reading strengths and difficulties using a variety of informal reading assessments that addresses the affective domain of reading, reading fluency (i.e. accuracy, prosody, rate, etc.) and multiple levels of comprehension<br>c) Develop the ability to analyze, interpret, and synthesize informal assessment data in order to make sound instructional decisions leading to continued literacy development of all students (i.e. ELLs, advanced, and students who struggle) |

## OBJECTIVES

| ELED 422<br>Teaching Developmental Reading I | ELED 435<br>Teaching Language Arts in the Elementary School | ELED 424<br>Teaching Developmental Reading II |
|---|---|---|
| a.1) Students will demonstrate understanding of comprehension, vocabulary, fluency, phonics, phonemic awareness, and motivation / engagement as they apply to the reading process.<br>• Comprehension: influence of background knowledge, word identification and fluency in making meaning<br>• Vocabulary: listening, speaking, reading, writing vocabulary, levels of knowing a word<br>• Fluency: prosody, pausing, | a.1) Students will demonstrate understanding of major theoretical philosophies of language acquisition and how these theories are evident in interactions with children, including instructional practices<br>• Cognitive Developmental<br>• Behavioral<br>• Sociocultural<br>• Maturationist<br>• Innatist<br>b.1) Students will demonstrate understanding of the relationships | a.1) Students will demonstrate understanding of a variety of effective instructional practices<br>• Proficiently developing and implementing lesson plans using effective instructional approaches to teach major components of reading: comprehension, vocabulary, phonics, phonemic awareness, and fluency<br>• Aligning with major theories of the components of reading and the reciprocal nature of language and literacy<br>• Supporting the development of |

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| appropriate rate (Six dimensions of fluency)<br>• Phonemic Awareness: Phonological vs. Phonemic awareness, phonemes – isolating, blending/segmenting, manipulating<br>• Phonics: phoneme/graphemes(s) relationships, morphemes, long/short vowels, high frequency phonograms/rimes, digraphs, blends, syllable types, inflectional endings (prefixes/suffixes), irregularly spelled words<br>• Motivation/Engagement: reading models, variety of texts/genres, interests, matching books to readers' interests and abilities, building a community of readers<br>a.2) Students will demonstrate understanding of major theories of reading comprehension, vocabulary, fluency, phonics, and phonemic awareness that drive effective instructional practices:<br>• Comprehension: efferent/aesthetic reading, inferential/literal comprehension<br>• Vocabulary: word acquisition, word awareness, intentional vs. incidental word learning<br>• Fluency: word identification and fluency drive comp/comp driving fluency<br>• Phonics: synthetic/analytic phonics, explicit, systematic phonics instruction<br>b. 1) Students will demonstrate understanding of the foundational place of oral language in learning to read<br>b. 2) Students will demonstrate understanding of the reciprocal nature of oral/written language<br><br>c.1) Students will demonstrate understanding of theories of language and literacy development (i.e., Chall, Clay, Wells, Holdaway, Jaggar, Donaldson, Cambourne, Smith, and/or others) | among the language arts: listening, speaking, viewing, reading, and writing<br>b.2) Students will demonstrate understanding of the development of the integrated language arts in early childhood through the elementary years.<br>b.3) Students will demonstrate understanding of the reciprocal nature of language and literacy learning and use<br>• Writing generates a deeper understanding of reading, and reading generates a deeper understanding of writing<br>• Reading and writing skills provide evidence of language proficiency/ understanding<br>• Speaking and listening skills provide evidence of potential reading and writing proficiencies<br>• English language acquisition and language disabilities impact literacy learning<br>c.1) Students will demonstrate understanding of how oral and written language are used to compose and communicate thought.<br>d.1) Students will demonstrate understanding of using writing and speaking for a variety of purposes (i.e., to entertain, understand, remember, surprise, inform, etc.) and for a variety of audiences (i.e., self, peers, community, teachers, etc.).<br>e.1) Students will demonstrate understanding of the multiple opportunities for language and literacy learning within literacy and content area instruction:<br> Literacy Instructional Approaches<br>• Shared Writing<br>• Interactive Writing<br>• Writing Workshop<br> o The writing process<br> o Mini-Lessons | multiple literacies (i.e, family literacy, visual literacy, critical literacies, new literacies, etc.)<br>a.2) Students will demonstrate understanding of essential characteristics of an effective literacy program/curriculum<br>• Critically reviewing and evaluating of literacy programs/curriculum<br>• What is "researched based"?<br>• Evidence of alignment with theories of language and literacy development (gradual release of responsibility)<br>• Evidence of alignment with the reciprocal nature of language and literacy<br>• Evidence of effective integration of the language arts<br>• Evidence of appropriate balance of the components of reading: comp, vocab, fluency, phonemic awareness/phonics, and motivation/engagement\<br>b.1) Students will demonstrate understanding of the necessity for accurate and varied assessment and progress monitoring of students' literacy skills<br>b.2) Students will demonstrate competence in administering and analyzing results of a variety of informal assessments in key components of literacy. Assessments may include, but are not limited to:<br>• Comprehension:<br> o Maze<br> o Cloze<br>• Word Recognition:<br> o Running Records<br>  ▪ Miscue Analysis<br> o Sight Word Lists<br>  ▪ Fry, Dolch<br>  ▪ San Diego Quick Reading Assessment<br>  ▪ Where to Start Word Test<br>• Fluency:<br> o Fluency Rating Scales and Rubrics |

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| c.2) Students will demonstrate understanding of how readers differ and why<br>c.3) Students will begin to develop diagnosis skills using a variety of informal assessment procedures<br>d.1) Students will demonstrate understanding of effective and ineffective instructional practices (in phonemic awareness, phonics, fluency, vocabulary and comprehension) based on current research<br>d.2) Students will use their understanding of theory to evaluate the effectiveness of instructional practices in reading in a variety of contexts (i.e., primary vs. intermediate, reading in the content area, etc.) |     ○  Individual conferences<br>• Read Aloud<br>• Shared Reading<br>• Interactive Read Aloud<br>• Guided Reading<br>• Book Clubs/Literature Discussion Groups | • Phonics:<br>  ○ Names test (Cunningham)<br>  ○ Words Their Way Spelling Inventory (Bear, et al.)<br>• Phonemic Awareness:<br>  ○ Test of Phonological Awareness ( Yopp-Singer)<br>  ○ Test of Phoneme Segmentation<br>• Affective Domain:<br>  ○ Interest inventories, attitude surveys<br>• Comprehensive Reading Achievement:<br>  ○ -Informal Reading Inventory<br>    ▪ Developmental Reading Assessment<br>    ▪ Qualitative Reading Inventory<br>    ▪ Fountas & Pinnell Benchmark Assessment<br>  ○ Observation and anecdotal records<br>    ▪ Analysis of Reading Behaviors<br>    ▪ Checklists<br>c.1) Students will demonstrate use of standardized and informal assessment results to make developmentally appropriate instructional decisions for individuals and groups of students |