

ADE/B.Ed. (Hons) Elementary

Syllabus

Teaching Literacy

Semester 3

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Technical Support: Education Development Centre (EDC); Teachers College, Columbia University

SYLLABUS: TEACHING LITERACY

YEAR/SEMESTER: Year 2/ Semester 3

DURATION: 16 weeks/ 3 Credits

PREREQUISITES: Successful completion of Semester 1 and Semester 2

COURSE DESCRIPTION

The purpose of this course is to help prospective teachers understand the theory and practice of teaching early reading and writing. Reading and writing are seen as related, integrated meaning-making processes, which are reciprocal with the oral language processes, listening and speaking. Like oral language, reading and writing develop over time through the child's active interaction with print and the environment, with support and facilitation by the teacher. Adopting effective strategies that foster success and a love of reading is a key to supporting all children as they engage in the process of becoming readers and writers.

The course will provide learners with a grounding in what it means to be a reader and early reading development, which is the foundation for the continuation of literacy development. A major goal is to develop the learners' understanding that reading is a complex process of constructing meaning through the interaction of a reader's existing knowledge, the information in the text, and the context of the reading. Students will also understand the connection between reading and writing and the important role of writing in early literacy development.

Further, we will consider that most students will be learning to read and write in a language that is not his or her first language. Although the development of reading and writing in a second language follows the same trajectory as the development in a first language, there is by necessity a delay as students begin to learn the languages of the school.

The numerous topics will be discussed, exemplified, conceptualized and developed within a three-unit span. These units are: 1) What is Reading? 2) Growing Up to Read and Write, and 3) Becoming Real Readers. Within these units the students will come to understand that reading develops at different rates and in different ways within each individual, but that there are enough commonalities to be able to group students for instruction that is specifically designed to meet their needs.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

5. describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving.
6. Identify phases of second language development and the implications for reading and writing instruction
7. identify various phases in reading development.
8. explain the reciprocal nature of reading and writing and the effects of children's language on their development as readers and writers
9. develop a repertoire of strategies for teaching comprehension, vocabulary, fluency, and word recognition/solving to diverse early readers, including multilingual learners and children learning a new language.
10. differentiate instruction through various classroom organizational structures and teaching strategies.
11. Identify supports for learning to read and write, including family and community.

LEARNING AND TEACHING APPROACHES

The students will engage in small group work in order to process and clarify assignments as well as material read and material presented in a whole group brief lecture/discussion format, modeled lessons, and video presentations. Students will work with partners or small groups.

SEMESTER OUTLINE

Unit 1: What is Reading and Writing

The first unit will provide prospective teachers with an understanding of reading as a meaning-based language process with a specified set of components. Further, they will see how reading fits with writing and language development, particularly within a multilingual context. The stages and models of reading and development will be examined.

Week One	Introduction Why this Course? What is Skilled Reading? What is Skilled Writing?
Week Two	Components of Reading Oral Language as the Foundation of Reading The Sub-systems of Language
Week Three	Learning to Read and Write in a Multilingual Context Home-School Connection Stages of Second-Language Acquisition
Week Four	Phases and Models of Reading and Spelling Development
Week Five	Stages of Writing Development

Unit 2: Growing Up to Read and Write: Early Reading and Writing

The second unit will provide prospective teachers with an understanding of phonological awareness and the alphabetic principle, focusing on strategies to teach/develop these in emergent/beginning readers. The critical role of book-reading and print-rich environment in early literacy will be examined, with an emphasis on bringing these to feature in early literacy classrooms.

Week Six	Phonological Awareness Alphabetic Principle
Week Seven	Instructional Strategies for Word Recognition
Week Eight	Book Reading
Week Nine	Literacy-Rich Classroom Environment Types of print resources to use in the early-literacy classroom Differentiating instruction in a print-rich classroom.

Unit 3: Becoming Readers and Writers (Grades 1-3)

In the third unit we will examine the development and instruction of students who have acquired

basic emergent literacy skills (typically grades 1-5). The reciprocal nature between reading and writing will come to life. The selection of books and their role in Guided Reading will be closely explored. In addition, we will unpack research-based instructional strategies that support the development components of reading such as word recognition, fluency, vocabulary, and comprehension. The writing process and effective writing instruction will be explored.

Week Ten	Instruction Strategies for Fluency
Week Eleven	Instructional Strategies for Vocabulary
Week Twelve	Instructional Strategies for Comprehension
Week Thirteen	Matching Texts to Students
Week Fourteen	Guided Reading
Week Fifteen	Writing as a Window Into Reading
Week Sixteen	Course Wrap-Up

SUGGESTED TEXTBOOKS AND REFERENCES

Books

M.S.Burns, P. Griffin, and C.E. Snow (1999). *Starting Out Right: A Guide to Promoting Children's Reading Success*. Washington, DC: National Research Council.
Available on line: http://www.nap.edu/catalog.php?record_id=6014

Readings and On-line Resources

Readings:

http://www.nap.edu/catalog.php?record_id=6014 *Starting Out Right: A Guide to Promoting Children's Reading Success*

<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF> *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*

<http://www.naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf>

Where we Stand: On Learning to Reading and Write

http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf *Executive Summary:*

Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth

<http://www.aft.org/pdfs/teachers/rocketscience0304.pdf> *Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do*

<http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf> *Put Reading First: Help Your Child Learn to Read*

<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> *Put Reading First: Kindergarten to Grade 3*

<http://tapestry.usf.edu/nutta/data/content/docs1/NaturalApproachNarrative.pdf> The Natural Approach: Stages of Second Language Development

Web sites:

<http://www.readinga-z.com>: Reading A to Z

www.ttms.org/: Teaching That Makes Sense

<http://www.readingrockets.org/>: Reading Rockets

<http://www.colorincolorado.org/>: Colorin Colorado

<http://www.pbs.org/parents/readinglanguage/> PBS Parents Reading and Language

<http://www.fountasandpinnellleveledbooks.com> Fountas & Pinnell Leveled Books

Videos:

<http://www.learner.org/resources/series162.html> Teaching Reading K-2: A Library of Classroom Practices

<http://www.learner.org/workshops/writing35/index.html> Reading Like a Writer Videos

SUGGESTED ASSIGNMENTS

Assignment 1. Reading and Writing Autobiography. Prepare an autobiography of yourself as a multilingual reader and writer. The purpose of this paper is to introduce yourself as a multilingual reader and writer to the professor. Talk about how you learned to read and write in your home language (the language you learned as a baby on the laps of your parents and family members) and in Urdu and English: how easy or hard was reading and writing for you; at what age did you begin to read; at what age did you begin to write; in what language did you first learn to read and to write; if this was not Urdu or English, when did you learn to read and write in English; how well did you like reading and writing as a child?

Talk about yourself as a reader today: in what language(s) do you continue to read and write as an adult; for what purposes do you read and write (work, pleasure, study, religion, family connections, other); how often do you read for these purposes; what types of materials do you read (books, magazines, newspapers, etc.); what are your favorite books; what is easy or hard for you?

Talk about yourself as a reader to others: to whom do you read (such as your children, your nephews and nieces, your students, the elderly); in what language(s) do you read to others; how often do you read to others; what do you read to others; under what circumstances do you read to others; how enjoyable is it and why or why not?

The paper must be three pages in length.

Assignment 2. Oral Tradition. Collect an oral story from someone in your family, community, or friend. Write or record the story. Think about how this story could be used in a classroom to stimulate students' storytelling and writing in a classroom. In a two-page paper, summarize the story and explain how you would use it with students. Remember to attach the story you collect to the paper.

Assignment 3. Model of Print Rich Environment. Working together in a group the students will develop a model of a print rich environment, complete with word wall and classroom charts on reading. Select a topic that is under study in the classroom. It can be a science, social studies, literature, or math topic. In a two-page paper describe the environment. A map of the classroom with labels may be helpful and should be attached to the two page paper.

Assignment 4. Prepare a Guided Reading Lesson. Design a Guided Reading lesson to be taught to a small group or individual student. Based on previous knowledge of the student's reading level, choose an appropriate book and complete the Guided Reading Lesson Plan. Conduct the lesson and reflect on it. Prepare a paper three page paper in which you answer the following:

1. **Student(s):** Who are the student(s) you worked with? Include a description of their ages, grade levels, and language backgrounds.
2. **Book/Materials:** What book/materials did you choose? Explain why you chose these materials.
3. **Evaluation of Lesson:** Did you follow your plan as written or did you have to adapt the plan? Describe what the student(s) did during the lesson? In what ways was it successful? In what areas did you experience difficulty? What would you do differently next time?

Remember to attach the Guided Reading Lesson Plan Template to your paper.

COURSE GRADING POLICY

The course grading policy will be determined by the university and its affiliated colleges. That policy will be shared with the students at the beginning of the course. It is recommended that at least 50% of the final grade be determined by in-course work and assignments carried out by the students (prospective teachers).