I. **Educ 461: Literacy Instruction, Assessment, and Intervention**

II. **6 Credit Hours**

III. **Course Description:**

This integrated course is designed to develop an understanding of literacy instruction, assessment, and intervention. It emphasizes current research, teaching methodology, instructional materials, classroom organization and management, formal and informal assessment techniques, intervention strategies, standards, and the planning and teaching of lessons/units in grades K-8. Listening, speaking, reading, writing, viewing, and visually representing are emphasized. A field experience of 15 clock hours minimum in elementary school literacy development is required, as well as a three-day capstone experience. Prerequisite: Psy 210 or its equivalent.

IV. **Place of the Course in the Curriculum:**

This course is a literacy instruction, assessment, and intervention methods course and is a part of the professional sequence for all early childhood and elementary preservice teachers.

V. **Goals and Objectives:**

A. Goals

This course introduces teacher candidates to the various reading and other language arts processes and to **teaching** models that facilitate the acquisition of necessary literacy strategies and positive attitudes in elementary students. It focuses on: fostering language learning; promoting literacy development; managing various components of a literacy program; integrating literacy across the curriculum; using technology as a learning tool, resource, and presentation method; and becoming acquainted with instructional methods, formal and informal assessment techniques, and appropriate intervention strategies that will enable teacher candidates to **lead** children to become competent in the areas of reading, writing, speaking, listening, viewing, and visually representing. The course enables candidates to assess their own language competency and provides an opportunity for preservice teachers to rekindle their personal enjoyment of reading. It also introduces candidates to resources that will help them to continue to **learn** as they enter their professional careers.

B. Objectives:

For purposes of this document, the term language arts will include: reading, writing, listening, speaking, viewing, and visually representing. The student who completes this course should be able to:

1. Describe how the process of communication through language is one of God's special gifts to humanity. (LR1)

2. Identify the basic components of a model language arts instruction, assessment, and intervention program. (LD3)
3. Present objective evidence that he/she understands and applies the basic theory, content, and processes of language arts, assessment, and intervention. (T5, T8, LR7)
4. Implement a comprehensive, developmentally appropriate literacy program that meets the diverse needs of learners, including linguistic, cultural, learning style, and other factors. (T1, T2, T3, T4, T5, T6, T8, LD1)
5. Evaluate instructional materials, teaching approaches, assessment tools, intervention strategies, classroom organizational patterns, management techniques for the various elements in listening, speaking, reading, writing, viewing, and visually representing. (T9, LD3)
6. Write instructional plans and units for the language arts that include: goals, objectives, standards, materials, procedures, transitions, closure, assignment, assessment/evaluation, reflection, and provision for individual differences, as well as possible intervention strategies. (T1, T2, T3, T4, T5, T6, T7, T8, T9)
7. Select and implement a variety of formal and informal assessment strategies based on individual literacy needs of students. (T3, T5, LR4)
8. Develop teaching strategies, programs, and materials in the language arts and children's literature for children of diverse cultures, language proficiency, and literacy competency. (T2, LR4)
9. Implement techniques that foster communicative competence, motivation, and positive self-concept in the learner. (LD8)
10. Evaluate recent innovations, current literature, professional organizations, and research in the field of literacy instruction, assessment, and intervention. (T5, LR5)
11. Appraise his/her own language arts competency through professional reflection. (LD2, LR2)
12. Utilize technology and writing workshop to research, plan, and teach literacy-related lessons and units in collaboration with peers and instructors. (T2, T5, LD1, LD3, LD4, LD 5, LR6, LR7)
13. Assess personal baseline phonetic knowledge and document growth via the use of a phonics tutorial. (LR7)
14. Design, implement, and evaluate an Understanding by Design unit that integrates literacy across the curriculum and which reflects the use of diverse resources, including technology. (T1, T2, T3, T8, LD1)
15. Formally and informally assess literacy skills in order to provide appropriate intervention. (T3)

VI.   Content: (T1, T2, T3, T4, T5, T6, T8, T9, LD7, LR7)

A. Definition of the language arts
B. Models of literacy acquisition, development, assessment, and intervention
C. The reading process and instructional principles
D. Motivation and engagement

E. Sustained silent reading
F. Reading aloud
G. Leveling and readability
H. Emergent literacy instruction, assessment, intervention
I. Word recognition instruction, assessment, intervention
J. Fluency instruction, assessment, intervention
K. Vocabulary instruction, assessment, intervention
L. Comprehension and text structure instruction, assessment, intervention
M. Content area literacy
N. Writing process instruction (including writing workshop), assessment, intervention
O. Reading instruction for English-language learners
P. Formal and informal literacy assessment (includes running records and informal reading inventories)
Q. Phonics instruction, assessment, intervention
R. Spelling instruction, assessment, intervention
S. Reader response theory
T. Literature focus units
U. Literature circles/Book Club
V. Reading and writing workshop
W. Basals
Y. Organization of a literacy program
Z. Thematic and Understanding by Design units
AA. Author/book talks
BB. Inclusion of drama in the literacy program
CC. Listening instruction, assessment, intervention
DD. Speaking instruction, assessment, intervention
EE. Visual literacy instruction, assessment, intervention
FF. Handwriting instruction, assessment, intervention
GG. Grammar instruction, assessment, intervention
HH. Newspapers in Education
II. The role of children's literature within the literacy curriculum
JJ. Communication with the family regarding literacy progress
KK. Learning styles
LL. Technology use in the literacy program

VII. Methodology (LD1, LD2, LD5, LD8, LR1, LR2, LR4, LR6, LR7)
1. Lecture/demonstration, including multimedia presentations by students and instructor
2. Whole class discussion
3. Small group discussion (focus groups)
4. Audiovisual materials and software
5. Cooperative learning
6. Practicum experience
7. Sustained silent reading, reading aloud

8. Readers Workshop
9. Writers Workshop **(Note: This course has been designated as *Writing-Intensive,* and thus follows the WI guidelines outlined in the General Education curriculum.)**
10. Literature circles, Book Club
11. Dramatizations
12. Group projects
13. Student presentations/projects
14. Learning centers
15. Simulations
16. Internet and web-based instruction
17. Response journals
18. Case studies
19. Capstone experience

VIII. Student Roles:
The student will:

A. regularly attend class and actively participate. (LD5)

B. read, write assignments, and complete chapter checks/quizzes as indicated in the syllabus, as well as those that might be given at the discretion of the instructor. (LR7)

C. complete a field experience practicum consisting of a minimum of 15 clock hours in an elementary classroom in the area of language arts. A practicum contract (see Exhibit A) must be designed by the cooperating teacher and the preservice teacher within one week of the beginning of the practicum. The contract should be signed, dated, and copied. One copy should be provided for each of the following: cooperating teacher, preservice teacher, and field experience office. The completed involvement proposal should be returned to the university instructor. A daily involvement/learning log (Exhibit B) and hours sheet (Exhibit C) will be kept of the activities for each period spent in the practicum classroom. After 15 or more clock hours, a field work evaluation form (Exhibit D) must be completed by the cooperating classroom teacher. The evaluation should be given to the university instructor who will then forward it on to the field experience office. (T1, T3, T9, LD5, LR2)

D. participate in a Book Club or literature circle experience. (LD2)

E. complete a literacy autobiography. (LR2)

F. develop and present an author/book talk that includes pertinent author information, a listing of titles, and a correlating classroom activity. Suggestions for format will be provided. (T1, T2, T6, T8)

G. integrate children's literature in lesson plans. (T1)

H. complete a capstone experience in which a unit is taught over a period of three days The preservice teacher is expected to complete all communication and organizational details inherent in the capstone experience in a timely and professional manner. (T-K1, T-S1, T-S2, T-S3, T-S4, T-D1, T-D2, LD-K1, Ld-S1, LD-S2, LD-S3, LD-D1, Lr-K-1, Lr-S2, LR-D1)

I. compose, revise, publish, and share a book as part of a writing workshop. (LD1, LD2, LD5)

J. evaluate basal reading and language arts series using guidelines provided by the instructor. (LD3)

K. complete an instructional sequence for a basal story/text that incorporates appropriate modifications and additions. (T1, T2, T5, LD1)

L. write lesson plans dealing with word recognition, vocabulary, comprehension, and/or content area instruction and intervention. (T1, T2, T8)

M. read and respond to novels and participate in correlating activities or projects such as Book Club and thematic units. (LD2, LD5)

N. develop (using the writing workshop approach), organize, implement, and assess a unit plan. The plan will integrate literacy strategies and reflect an integrated, differentiated, and technology-mediated approach. (T1, T2, T4, T5, T8)

O. participate in a professional development activity such as a literacy conference, convention, or meeting. (LR5)

P. complete exams as assigned. (LR7)

Q. compile all assignments, projects, lessons, handouts, logs, etc., into an organized, labeled professional portfolio that will be evaluated at the end of the semester. (T4)

R. assess baseline phonetic knowledge and document growth via the use of a phonics tutorial. (LR7)

S. administer a running record and an informal reading inventory. (T3)

T. complete case studies that include appropriate assessment and intervention techniques. (T2, T3)

I**X.** **Evaluation (T1, T2, T3, T4, T5, T6, T7, T8, T9, LD1, LD2, LD3, LD5, LD8, LD10, LR2, LR4, LR5, LR7)**

Evaluation in this course will be based upon each student's performance in terms of the course requirements, class participation, and professionalism.

A. Participation, professionalism, punctuality
B. Exams
C. Practicum evaluation and log
D. Literacy autobiography
E. Author/book talk and handout
F. Case studies
G. Comprehension checks of core text chapters
H. Original book
I. Modified basal sequence
J. Lesson plans
K. Capstone unit
L. Capstone reflection
M. Running record and informal reading inventory
N. Organized professional portfolio
O. Book Club or literature circle experience
P. Phonics tutorial

GRADING SCALE

A = 90-100%
B = 80-89%

C = 70-79%
D = 60-69%
F = 59% or below

An incomplete may be given a student when, in the judgment of the instructor, abnormal circumstances prevent that student from completing course requirements (Faculty Handbook 2.380)

All assignments must be done on the due dates. If an emergency arises, call the instructor for an extension prior to the due date. **Late work will be accepted for partial credit for 24 hours after the due date; thereafter it will not be accepted. NO WORK WILL BE ACCEPTED AFTER WEDNESDAY OF "DEAD WEEK".**

X. **Attendance Policy**

A. Each student is expected to attend all classes for which he/she is registered. Students are directly responsible to the instructor for their attendance. 50 points are deducted for each unexcused absence.
B. A written record of class attendance is kept.
C. Punctuality is a reflection of professionalism. Points will be deducted for tardiness at the discretion of the instructor.

XI.   Miscellaneous

Please inform me of any disabilities so that appropriate accommodations may be made. Also, visit with me if you desire more challenging content.

In order to better serve students and advisees, I ask that you please make an appointment if you wish to confer with me. My office hours are posted outside my office door. Feel free to schedule an appointment to discuss your progress. **My e-mail address is Janell.Uffelman@cune.edu and my office extension in TLEC 103B is 7318.**

Concordia University, Nebraska
Course Guide/Syllabus Statements

Course Workload
In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote at least 126 hours for each 3-credit course.

Course Participation
Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity
At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating

on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA
Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA and Academic Guidance Coordinator, Angel Hoppe, please call 402.643.7377 or 800.535.5494 ext. 7377 or email Angel.Hoppe@cune.edu.

Emergency Information
In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (http://connect.cune.edu).

Representative Bibliography

Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary, grades 4-12.* Portland, ME: Stenhouse.

Allington, R. (2010). *Essential readings on struggling learners.* Newark, DE: International Reading Association.

Allyn, P., Margolies, J., & McNally, K. (2010). *The great eight management strategies for the reading and writing classroom, K-2.* New York, NY: Scholastic.

Atwell, N. (1987). *In the middle.* Portsmouth, NH: Heinemann.

Atwell, N. (2007). *The reading zone: how to help kids become skilled, passionate, habitual, critical readers.* New York, NY: Scholastic.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston F. (2011). *Words their way.* New York, NY: Allyn & Bacon.

Boushey, G & Moser, J. (2009) *The CAFÉ book: Engaging all students in daily literacy assessment & instruction.* Portland, ME: Stenhouse. (DVD)

Burns, P. C., Roe, B. D., & Smith, S. H. (2011). *Teaching reading in today's*

elementary schools (eleventh edition). Boston, MA: Wadsworth.

Calkins, L. M. (2001). *The art of teaching reading.* New York: Longman.

Calkins, L. M. (1986). *The art of teaching writing.* Portsmouth, NH:
        Heinemann.

Calkins, L. M. (2010). *Launch an intermediate reading workshop: Getting
        started with units of study for teaching reading.* Portsmouth, NH: FirstHand.

Calkins, L.M. (2010). *Launch an intermediate writing workshop: Getting started
        with units of study for primary writing, K-2.* Portsmouth, NH: FirstHand.

Carleton, L. & Marzano, R. (2010). *Vocabulary games for the classroom.*
        Bloomington, IN: Marzano Research Laboratory.

Chall, J. S. (1996). *Learning to read.* Fort Worth, TX: Harcourt Brace.

Chall, J. S. (1996). *Stages of reading development.* Fort Worth, TX:
        Harcourt Brace.

Cunningham, P. M. (2012). *Phonics they use: Words for reading and writing
        (sixth edition).* New York, NY: Allyn & Bacon.

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and
        reading groups.* Portland, ME: Stenhouse.

DeVries, Y. B. (2007). *Integrating the language arts.* Scottsdale, AZ: Holcomb
        Hathaway.

DeVries, Y.B. (2011). *Literacy assessment & intervention for classroom
        teachers.* Scottsdale, AZ: Holcomb Hathaway.

Fletcher, R. (2010). *Pyrotechnics on the page: Language play that boosts
        writing.* Portland, ME: Stenhouse.

Fountas, I. C. & Pinnell, G. S. (2002). *Leveled books for readers grades 3-6.*
        Portsmouth, NH: Heinemann.

Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6.*
        Portsmouth, NH: Heinemann.

Fountas, I. C. & Pinnell, G. S. (1999*). Matching books to readers: Using leveled
        books in guided reading, K-3.* Portsmouth, NH: Heinemann.

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading.* Portsmouth, NH:

Heinemann.

Gentry, J. R. (2006). *Breaking the code: The new science of beginning reading & writing.* Portsmouth, NH: Heinemann.

Gentry, J. R. (2004). *The science of spelling.* Portsmouth, NH: Heinemann.

Gentry, J. R. (1997). *My kid can't spell*. Portsmouth, NH: Heinemann.

Graves, D. (1991). *Building a literate classroom*. Portsmouth, NH: Heinemann.

Gunning, T. G. (2012). *Creating literacy instruction for all children (eighth edition).* Boston, MA: Allyn and Bacon.

Harvey, S. & Goudvis, A. (2007*). Strategies that work: Teaching comprehension for understanding and engagement.* Portland, ME: Stenhouse.

Herrell, A. & Jordan, M. (2011). *Fifty active learning strategies for teaching English language learners.* Boston, MA: Allyn & Bacon.

Hill, B.C. & Ekey, C. (2010). *The next-step guide to enhancing writing instruction: Rubrics and resources for self-evaluation and goal setting.* Portsmouth, NH: Heinemann.

Hoyt, L. (2009). *Revisit, reflect, retell.* Portsmouth, NH: Heinemann.

Johns, J. L. & Berglund, R. L. (2010). *Fluency: Differentiated interventions and progress-monitoring assessments*. Dubuque, IA: Kendall/Hunt.

Krashen, S. (2011). *Free voluntary reading.* Santa Barbara, CA: Libraries Unlimited.

Lauren, L., & Caldwell, J. (2010). *Qualitative reading inventory.* Boston, MA: Allyn & Bacon.

Morrow, L. M. (2007). *Literacy development in the early years: helping children read and write.* Boston, MA: Allyn and Bacon.

National Assessment of Educational Progress. (1985). The reading report card: Progress toward excellence in our schools: Trends in reading over four national assessments, 1971-1984. Princeton, NJ: The Assessment: Educational Testing Service.

Newkirk, T. (2012). *The art of slow reading.* Portsmouth, NH: Heinemann.

Opitz, M. F. & Rasinski, T. V. (2008). *Good-bye round robin: 25 effective oral*

reading strategies. Portsmouth, NH: Heinemann.

Peregoy, S. F. & Boyle, O. F. (2012). *Reading, writing, and learning in ESL.* New York: Longman.

Pilgreen, J. L. (2000). *The SSR handbook.* Portsmouth, NH: Heinemann.

Pinnel, G. S. & Fountas, I. (2010) (Second Edition).*The continuum of literacy learning, grades PreK-8.* Portsmouth, NH: Heinemann.

Ray, K. W. (2010). *In Pictures and in words: teaching the qualities of good writing through illustration study.* Portsmouth, NH: Heinemann.

Readence, J. E., Bean, T. W., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach.* Dubuque, IA: Kendall/Hunt.

Routman, R. (2004). *Reading essentials.* Portsmouth, NH: Heinemann.

Smith, F. (1988). *Understanding reading.* Hillsdale, NJ: Erlbaum Publishers.

Spandel, V. (2008). (Second Edition). *Creating young writers; Using the six traits to enrich writing process in Primary Classrooms.* Boston, MA: Pearson.

Strickland, D. S. & Schickedanza, J. (2009). *Learning about print in preschool: Working with letters, words, & beginning links with phonemic awareness.* Newark, DE: International Reading Association.

Tompkins, G. E. (2011). *Teaching writing: Balancing process and product.* Boston, MA: Allyn & Bacon.

Tompkins, G. E. (2009). *Literacy for the 21st century: A balanced approach.* Upper Saddle River, NJ: Prentice Hall.

Tompkins, G. E. (2008). *Language arts.* Upper Saddle River, NJ: Prentice Hall.

Vasquez, V., & Felderman, C. (2012). *Technology and critical literacy in early childhood.* New York, NY: Routledge.

Weaver, C. (2008). *Grammar to enrich and enhance writing.* Portsmouth, NH: Heinemann.

Weaver, C. (1996). *Teaching grammar in context.* Portsmouth, NH: Heinemann.

Wilds, S. (2012). *Funner grammar: Fresh way to teach usage, language, and*

writing convention. Portsmouth, NH: Heinemann.

Wilde, S. (2007). *Spelling strategies and patterns: What kids need to know, grades 3-5.* Portsmouth, NH: Heinemann.

Revised 2012-2013 academic year