

SCHOOL OF EDUCATION

RED 4348: LITERACY DEVELOPMENT K-12

Course Description: This course provides an understanding of reading instruction through the elementary, middle school, and secondary school levels. It presents learning to read as a continuous process that impacts all academic success. Reading theories, methods, and practices as they relate to comprehension and other aspects of the reading process are introduced. An emphasis is placed on approaches that help students with delayed reading acquisition skills. A minimum of 20 clock hours of observation/teaching reading is required. Pre-requisite: RED 3309

Course Competencies:

Competency #1: The student will demonstrate an understanding of the foundations of literacy development by:

- a. describing the nature of the reading process.
- b. discussing historical events that have influenced reading and writing instruction.
- c. identifying current legislation that has affected literacy instruction in the U.S.
- d. describing the effects of national and state standards on literacy instruction.
- e. describing the change in focus from “learning to read” in the primary grades to “reading to learn” in the middle grades.
- f. identifying factors that affect comprehension, including schema.
- g. comparing and contrasting phonics and whole word methods of reading instruction with a balanced approach.
- h. describing the relationship between reading and writing.
- i. contrasting educational approaches to teaching reading—bottom-up, top-down, and interactive approaches.

Competency #2: The student will demonstrate an understanding of the role of assessment in the teaching of reading by:

- a. identifying a variety of measures for monitoring students’ progress in reading.
- b. assessing students’ reading with alternative tools, such as artifacts, portfolios, and rubrics, and Informal Reading Inventories.
- c. constructing classroom instruments to measure student performance on specified outcomes.
- d. analyzing the role of standardized tests in teaching reading.
- e. defining the term “authentic assessment.”

Competency #3: The student will demonstrate skill in organizing a classroom for

literacy instruction by:

- a. explaining how to create meaningful literacy centers.
- b. illustrating how to set up the physical environment of a classroom to foster the learning of reading and writing skills.
- c. listing assistive technology tools that may be beneficial for students with special needs.

Competency #4: The student will demonstrate skill in making and/or selecting materials to teach reading by:

- a. evaluating a basal reader series and activities for use in teaching language skills to children.
- b. selecting or creating various materials for the teaching of reading.
- c. developing and/or selecting materials that affirm diversity and allow for varying perspectives, including multicultural literature.
- d. utilizing methods, including readability measures and cloze procedures, to select basal readers and content area books that can be used for effective instruction of students.
- e. identifying Web resources to use in planning literacy instruction.
- f. utilizing guidelines for evaluating educational software.

Competency #5: The student will demonstrate expertise in planning lessons to teach reading by:

- a. developing short-term and long-term goals and plans for teaching reading and writing.
- b. describing a variety of strategies for teaching word identification (sight words, context clues, phonics, structural analysis).
- c. developing strategies for helping students acquire a reading vocabulary, such as word walls, word sorts, and semantic word maps..
- d. describing various approaches to the teaching of reading, including shared book experiences, guided reading, literature circles, story mapping, and Directed Reading-Thinking Activities (DRTA).
- e. utilizing appropriate strategies to teach essential comprehension skills, including main ideas, organizational patterns, and inferences.
- f. describing various approaches to the teaching of writing, including shared writing, interactive writing, journal writing, and structured writing.
- g. utilizing a scope and sequence chart in planning basal reader instruction.
- h. utilizing a variety of instructional technologies, including Web Quests.

- i. designing lessons that utilize open-ended activities and comprehension questions that require critical thinking.
- j. developing and utilizing strategies such as discussions, group interactions, and writing to encourage student problem solving.

Competency #6: The student will demonstrate expertise in planning lessons to teach reading to students with special needs by:

- a. identifying strategies to help struggling readers, including those with attention deficit disorder, be successful.
- b. identifying strategies for use in teaching reading to English language learners.
- c. describing how students with special learning needs may be successful in the literacy learning environment.
- d. identifying resources within the school system that would be able to determine if assistive technology would benefit students with disabilities.
- e. describing a variety of instructional approaches to foster learning in students with varying learning styles, including a multi-sensory (VAKT) approach.
- f. identifying curricular modifications to meet the needs of gifted and talented students.

Competency #7: The student will demonstrate expertise in planning ways to motivate students to read by:

- a. describing methods of encouraging the reading and appreciation of adolescent literature.
- b. demonstrating proficiency with using technology as a reading motivational tool.
- c. identifying ways of using student-generated stories for motivating students to read.