



MISSISSIPPI STATE UNIVERSITY™ COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

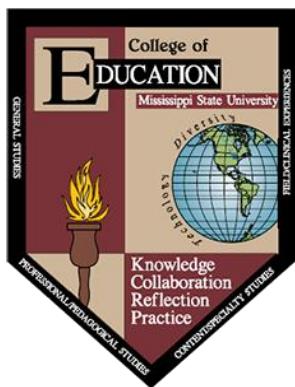
RDG 3123 Early Literacy Instruction II

Credit Hours: Three (3) credit hours

Method of Instruction: C = Lecture

Catalog Description: Prerequisite: Admission to Teacher Education. Co-requisite: RDG 3113 and EDE 3123. Three hours lecture. Field experience. Concepts, materials, and teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency and comprehension. 3 semester hours.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

1. Understand reading and writing as integrated processes that result in comprehension and communication. (INTASC 4, CAEP 2.a, CFPO 3)
2. Become familiar with and apply the research base for effective literacy instruction principles, techniques, theories, philosophies, and historical bases. (INTASC 4, CAEP 2.a, CFPO 3, 7)
3. Understand and promote oral and written language development and recognize how cultural and language differences may affect that development. (INTASC 1, 2, CAEP 1.b, 1.c, 2.a, 3.d, CFPO 2, 3, 8, CRT 1.1, 8.1)
4. Be able to formally and informally assess and analyze young children's knowledge of written language so that appropriate instruction may be developed for each child's learning needs. (INTASC 6, CAEP 1.a, 2.a, 3.a, 3.b, CFPO 3, 4, 8, CRT 13.1)
5. Become familiar with and be able to plan instruction aligned with state competencies for literacy development (INTASC 7, CAEP 1.a, 2.a, 3.a, 3.b, 3.c, CFPO 5, 9, CCSS)

6. Learn various early literacy assessments on Concepts about Print, phonemic awareness, phonics, fluency, spelling, comprehension, and writing. Learn to use the assessment results to guide their literacy instruction (INTASC 6, CAEP 1.a, 2.a, 3.a, 3.b, CFPO 4)
7. Learn to become reflective practitioners (INTASC 9, CAEP 2.a, CFPO 8)
8. Possess in-depth knowledge about vocabulary and comprehension development of early readers and its relationship to oral language development, background knowledge, and experiences. (INTASC 4, 2, CAEP 2.a, CFPO 2, 3)
9. Understand the concept of reading fluency, how fluency is developed by children, and why it is important to the reading and writing process. (INTASC 4, CAEP 2.a, CFPO 3)
10. Understand how written and spoken vocabulary is learned by children, the relationship between vocabulary and comprehension, and why vocabulary is important to the reading process and to learning content. (INTASC 4, 1, CAEP 2.a, CFPO 2, 3)
11. Understand the various aspects involved in the reading comprehension process: metacognitive awareness, comprehension strategies and factors, and the relationship between decoding and comprehension. (INTASC 4, 1, CAEP 2.a, CFPO 3, 7)
12. Become knowledgeable about and be able to apply a wide variety of instructional strategies for helping young readers and writers develop written and spoken vocabulary (including developmental spelling), reading and writing fluency, and comprehension. (INTASC 4, 1, 8, CAEP 1.a, 2.a, 3.b, 3.c, 4.a, CFPO 3, 7)
13. Become familiar with appropriate materials for beginning literacy instruction, including children's literature, basal materials, other print texts, visual information, electronic texts, technology, etc. (INTASC 5, CAEP 2.a, 3.c, CFPO 5, 6, 10, CRT 1.1)
14. Understand how to create a literacy-rich environment that supports and motivates beginning readers and writers. (INTASC 3, CAEP 1.b, 2.a, 3.c, 3.d, 3.e, 3.f, CFPO 5, 6)
15. Understand how to plan, manage, and differentiate literacy instruction in various contexts (i.e., whole group, small group, individualized) based on students' developing literacy skills, strengths, needs, interests, and background knowledge. (INTASC 2, CAEP 1.a, 1.b, 2.a, 3.c, 3.d, 3.f, CFPO 5, 6, 8, CRT 8.1)

Detailed Course Outline/Topics Covered in the Course

1. Oral Language (6 hrs)
 - a. Role in early literacy development (2 hrs)
 - b. Building oral language in the classroom (3 hrs)
 - c. Speaking and Listening standards (1 hrs)
2. Writing (9 hrs)
 - a. Teaching handwriting (2 hrs)
 - b. Teaching communicative writing through Gradual Release (2 hrs)
 - c. Formative assessment of writing samples to inform instruction (2 hrs)
 - d. Writer's workshop and writing conferences (2 hrs)
 - e. Writing standards (1 hr)
3. Reading Comprehension (12 hrs)
 - a. Key reading strategies for the early grades (3 hrs)
 - b. Formative and summative assessment (3 hrs)
 - c. Using assessment data to inform instruction (2 hrs)
 - d. Lesson planning for reading comprehension (3 hrs)
 - e. Standards for Reading Literature and Informational Texts (1 hr)
4. Reading Fluency (6 hrs)
 - a. Role of fluency in reading comprehension (2 hrs)

- b. Methods for improving reading fluency (2 hrs)
- c. Assessment of reading fluency and progress monitoring (2 hr)
- 5. Vocabulary (9 hrs)
 - a. Overview of research on vocabulary learning (1 hr)
 - b. Explicit vocabulary instruction (2 hrs)
 - c. Teaching specific vocabulary words (1 hrs)
 - d. Teaching word learning strategies (2 hrs)
 - e. Lesson planning for vocabulary instruction (2 hrs)
 - f. Assessment of vocabulary knowledge (1 hr)
 - g. Language Standards (1 hr)
- 6. Teaching diverse learners and working with all families (2 hrs)

Text(s)/Course Materials

- Silverman, R. & Hartranft, A. (2015). *Developing vocabulary and oral language in young children*. New York: The Guilford Press.
- Spandel, V. (2008). *Creating young writers: Using the six traits to enrich writing process in primary classrooms*. Pearson Allyn and Bacon
- Stahl, K. (2015). *Developing reading comprehension: Effective instruction for all students in PreK-2*. New York: The Guilford Press.

Description of Instruction

Lecture. This course is delivered using a variety of instructional approaches including interactive lecture, class discussion, small group inquiry, cooperative learning, peer teaching, guest lectures, and field experiences.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

You will need access to MSU Canvas website, an active msstate.edu email account, an active Watermark account, and a reliable internet connection capable of accessing video, audio, and materials for download.

Diversity

Enrollment in this course carries the understanding that all students, faculty and course visitors are considered part of an inclusive learning environment where individual beliefs, backgrounds and experiences are respected, and recognized from a strengths-based perspective. Educational research has shown that heterogeneous groupings often lead to stronger learning outcomes for all involved and

to that end, all students in this course are encouraged to engage with one another in productive scholarship.

In this course, student diversity is addressed through a mixture of course readings, class discussions, and guest lectures.

Accommodations for Students with Disabilities

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).

Field Component

Teacher candidates will complete 10 hours of fieldwork in a literacy-focused setting in the early grades (K-3rd). Professional reflection on each experience will provide the opportunity to demonstrate learning and apply new knowledge and/or skills. Guidelines and expectations for real-world observations will be provided, and violations of these guidelines and expectations can lead to being written up based on the College of Education dispositions form. *All field hours must be satisfactorily completed to pass this course.*

Evaluation of Student Progress

Student Assignments/Assessments:

Oral Language Observation Assignment. In this assignment, you will spend a period of time observing the amount and type of conversation between teachers and students, as well as the different roles each plays in the dialogues. You will collect a sample of talk data and analyze it as it relates to the oral language development research, current speaking and listening standards in the early grades, and your own teaching philosophy and future plans. This assignment targets Course Objectives 3, 5, 8, 10, 12, 14, and 15.

Six Traits Presentation. In this assignment, you will be assigned one of the 6+1 Writing Traits about which you will create a PowerPoint presentation (10 slides maximum, no audio) that explores the trait's definition, place in the writing process, connection to the K-3 state standards for writing, and possible classroom activities to teach the trait. You will also find and share a mentor text that could be successfully used in a writer's workshop mini-lesson to demonstrate this trait. Our course textbook is the primary resource for this assignment. This assignment targets Course Objectives 1, 2, 3, 4, 5, 6, and 7.

Writing Sample Assessment. In this assignment, you will collect a writing sample from a kindergarten, first, second or third grade student. Using the appropriate six-trait+1 rubric, you will evaluate the writing sample and identify its strengths and areas for improvement, citing both the rubric and specific examples from the author's work. You will then use this information to determine the most important area for the writer to focus on and justify this decision. Finally, using Spandel's Creating Young Writers as a resource, you will choose an instructional strategy and a potential writing activity that would be appropriate to help the writer strengthen the presence of that trait in a future writing sample. This assignment targets Course Objectives 1, 2, 3, 4, 5, 6, and 15.

International Standards for Technology Education (ISTE) For Language Arts (ELA) Project. This project provides an opportunity for you to work toward the ISTE International Educational Technology Standards for Teachers in the following areas: Engage in Professional Growth and Leadership (Standard

5), Model Digital Age Work and Learning (Standard 3) and Promote and Model Digital Citizenship and Responsibility (Standard 4). This assignment targets Course Objectives 2, 5, 12, 13 and 14.

Vocabulary Lesson Plan for Small Group. In this assignment, you will apply your literacy content knowledge, growing understanding of language arts pedagogy to create a lesson plan on vocabulary, as it would be best delivered in a small group setting. This lesson plan will follow the gradual release of responsibility model in design and format. This assignment targets Course Objectives 1, 2, 5, 8, 10, 12, 13, 14, and 15.

Reading Comprehension Lesson Plan for Whole Group. In this assignment, you will apply your literacy content knowledge, growing understanding of language arts pedagogy to create a lesson plan on reading comprehension, as it would be best delivered in a small group setting. This lesson plan will follow the gradual release of responsibility model in design and format. This assignment targets Course Objectives 1, 2, 5, 8, 10, 12, 13, 14, and 15.

Reading Fluency Scenario. In this assignment, you will analyze a classroom-based scenario involving multiple students with varying levels of reading fluency proficiency. Taking a case study approach, you will identify areas of strength and deficiency for the student(s) and devise a plan for intervention. This assignment targets Course Objectives 2, 3, 4, 5, 6, 9, 11, 12, 13, 14, and 15.

Field Experience. This component allows each enrolled student to complete 10 hours of fieldwork in a literacy-focused setting in the early grades (K-3rd). Professional reflection on each experience will provide the opportunity to demonstrate learning and apply new knowledge and/or skills. This assignment targets Course Objectives 1, 3, 7, 8, 9, 10, 11, 12, 13, 14 and 15.

Midterm. This exam will assess understanding of appropriate PreK-3rd grade literacy instruction as defined by chapter readings, in-class presentations, class discussions and class activities. This exam will include all material covered up until the class prior to administration. This midterm addresses Course Objectives 1, 2, 3, 4, 5, 6, 8, 12, 13, 14, and 15.

Final Exam. This exam will assess understanding of appropriate PreK-3rd grade literacy instruction as defined by chapter readings, in-class presentations, class discussions and class activities. This exam will include all course material covered after the midterm. This midterm addresses Course Objectives 1, 2, 5, 6, 8, 9, 10, 11, 12, 13, 14, and 15.

In-Class Assignments points are accrued weekly with up to 2 points deducted for each missed or incomplete in-class activity.

Course Assignments/Assessments and Point Values:

Oral Language Observation	50 pts.	ISTE for ELA Project	50 pts.
Small Group Lesson Plan	50 pts.	In-Class Assignments	75 pts.
Whole Group Lesson Plan	50 pts.	Field Experience	25 pts.
Fluency Scenario	50 pts.	Midterm Exam	150 pts.
Six Traits Presentation	50 pts.	Final Exam	150 pts.
Writing Assessment	50 pts.	TOTAL POINTS	750 pts.

Grading Scale

Final course grades are earned based on the following 10-point scale. However, no course grade above B can be earned if an entire assignment is missing.

A = 675-750 points

B = 600-674 points

C= 525-599 points

D = 450-524 points

F = 449 points or less

You must earn a 'C' or better in both RDG 3113 and RDG 3123 in order to register the following semester for any Middle Level Literacy course. If your final grade falls below this level in either one of

these courses, you must re-enroll in the course for which you received the non-satisfactory grade. Due to the nature of course assignments in both courses, you must also complete a new PreK-3rd field experience during the retake semester.

Attendance Policy

In accordance with university policy (AOP 12.09), students are expected to attend all scheduled sessions of class. The instructor of this course also expects students to be on time, remain in attendance throughout the entire class session, and participate actively in all class activities as assigned, thus fulfilling the class participation requirement for this course. Be prepared to start class on time. *Students who arrive more than 15 minutes late or leave before the end of class without prior permission will be counted as absent.* If you have *more than 2 unexcused absences*, the final course grade will be lowered by 1 grade step, except in the case of excused absences as defined by the university's absence policy. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor in advance and provide appropriate documentation with 48 hours of returning to class.

Title IX Policy

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security>, or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at (662) 325-2121 or, in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety, and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline, and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4 of the Mississippi Educator Code of Ethics). Additional information on all 10 Standards of the Mississippi Educator Code of Ethics is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

The field experience component of this course carries the expectation that students enrolled in this course will adhere to and uphold these 10 standards in classrooms at school district partner sites as well as the Mississippi State University campus.

Mississippi College and Career-Readiness Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

All student assignments submitted for this course should evidence a clear understanding how content standards are connected to lesson plans, evaluation of student data, and instructional decision-making on the part of the classroom teacher.

Bibliography

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