

## STL 475

### Teaching Reading and Writing in Grades 4-6

#### **COURSE DESCRIPTION**

Methods course for teaching language arts in the intermediate grades. In this course candidates will learn strategies to strengthen students' ability to read advanced texts as well as the use of reading and writing to learn content across the curriculum. Candidates will examine a variety of instructional approaches, including: literature circles, integrating literature into content learning, and building comprehension and vocabulary through integrated experiences. In addition, students will explore a variety of language arts curricula. Candidates will develop a range of strategies to support older students' reading and writing development through a response to intervention instructional approach. **Prerequisites: STL 230 STL 291 STL 341**

\*\*\*Co-enrollment in a practicum for 1 credit is required for this course.\*\*\*

#### **Textbooks:**

Gillet, Temple, Crawford. *Understanding Reading Problems*.

Gunning T. G., *Creating Literacy Instruction for ALL Students*, (2010) Allyn & Bacon; Boston, MA. ISBN: 13:978-0-13-814082-3

Temple, Ogle, Crawford, Freppen. *All Children Can Read*

#### **Additional Resources**

Marzano, Robert J., Pickering, Debra J., *Building Academic Vocabulary*.

Phillips, Linda A., Gann, Jeanette, and Brewer, Carol. *Reading Comprehension: A Handbook for Middle/High Teachers: Reading, Thinking, Cueing*

Tyner, Beverly and Green, Sharon E. *Small Group Reading Instruction Grades 3-8*

#### **COURSE OBJECTIVES :**

*The objectives for this course are derived from and address the:*

- 1) *MN Elementary Education Standards for Literacy,*
- 2) *Conceptual Framework of the College of Education and Human Services of MSUM:*

1. Candidates will be able to develop and apply lessons that integrate experiences to help children grow in their listening, speaking, writing and reading skills and develop an appreciation for literature / pleasure in reading to learn. B1, B2, D3, F1, F2

2. Candidates will develop instructional strategies to strengthen student's ability to read advance text by strengthening all their students' abilities to understand how to get meaning from complex words and text structure. B2, C5b, C5c, C7a, C7b, D1d, D2b, E1e
3. Candidates will understand and apply effective teaching strategies to help all their students continue to develop their writing and speaking processes through integrated experiences. B2, B5, B6, D4, E1d, F2, F3
4. Candidates will understand assessments and strategies used to continue to build all their students' skills in word identification strategies and the development of reading fluency. C4d, C4e, E1d
5. Candidates will develop an in-depth understanding of how students build their comprehension skills, and how to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading. B2, C6a, C6b, C6c, D1d, D2b, D2c, D3, E1f, E1g
6. Candidates will learn to plan effective lessons to promote literacy growth in all students using the structure of English language as a context, including students with diverse needs such as learners of the English language, using holistic data to make informed instructional decisions. B3, B4, C9b, C9d, D6, E2a, E2b, F2
7. Candidates will expand of their literacy framework from grades K-3 to include grades 4-6 to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work. B3, B6, D1d, D2b, D2c, D5, D6, F2, F3
8. Candidates will understand how to use and interpret assessment tools to determine children's' progress in each of the five areas of reading and stages of writing development and share these results with other professionals in the field (e.g reading specialists, SPED teachers) E1d, E1e, E1f, E1g, E2a, E2b, E3, E4, E5 (with practicum), E6
9. Candidates will become familiar as to how to support caregivers and provide information about their child's reading and writing progress in order for their children to have opportunities to read at home. Candidates will provide resources for families to select age appropriate materials and activities. E4, F7
10. Candidates will learn how to motivate students and foster independence in reading within the school environment and gain insight in intermediate grades students' interests. D1d, D6, F1, F2, F4, F5, F6

## **Elementary Education Standards for Literacy**

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

- (1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
- (3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
- (4) know how to integrate the communication arts;
- (5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;
- (6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;

C. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including:

- (4) phonics and other word identification strategies and fluency, including:
  - (d) how the etymology and morphology of words related to orthographic patterns in English; and
  - (e) the development of reading fluency;
- (5) knowledge of how to develop vocabulary knowledge, including:
  - (b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and
  - (c) how to provide opportunities for students to engage in early and continual language experiences to increase their vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;
- (6) comprehension processes related to reading, including:
  - (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop students' comprehension of print material;
  - (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
  - (c) how to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;
- (7) content-area literacy, including:
  - (a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and
  - (b) the structures and features of expository (information) texts and effective reading strategies to address different text structures and purposes for reading;
- (9) structure of the English language, including;

- (b) knowledge of how to enhance literacy skills helping students understand similarities and differences between language structures used in spoken and written English;
- (d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

- (1) appropriate, motivating instruction, both explicit and implicit:
- (d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts.

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

- (b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and
- (c) both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work.

(3) selection and appropriate use of a wide-range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and their critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work; and

(6) the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

(E) A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

- (1) formal and informal tools to assess students':
- (d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;
- (e) vocabulary knowledge in relation to specific reading needs and texts;

(f) comprehension of narrative and expository texts and their use of comprehension strategies including determining students' independent, instructional and frustration reading levels;

(g) comprehension in content area reading;

(2) formal and informal tools to:

(a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted teachers.

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;

(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework; and (practicum)

(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A candidate for licensure as a teacher of elementary education must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

(1) Knowledge of how to use of students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

(2) The ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds;

(3) The development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;

(4) The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students;

(5) The ability to foster independence and self-efficacy in readers;

(6) The development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials;

(7) The use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home.

### **Course Assignments:**

#### **Literacy Synthesis Paper:**

Globally and intelligently speak about what you learned in your Child Progress Study (from STL 341) and your Quality Literacy Curriculum (from STL 375). Follow that synthesis with a specific account of how you have grown as a teacher and what additional components you'd consider from this course on intermediate reading instruction when you prepare to develop reading and writing skills in children in grades 4-6. Include recommendations as to how to address working with families in the home environment. B1, B2, B3, B4, C9b, C9d, D3, E2a, E2b, E4, F1, F2, F7

#### **Writing Workshop Plan:**

Candidates will select an intermediate grade level and in detail develop a plan for implementing a writing workshop that integrates other literacy / language arts experiences. Candidates will need to develop at least 3-4 mini lessons that address the skills that either additional practice or are introduced for the first time at that grade level. The writing workshop will need to be inclusive of all components / phases of a writing workshop that are addressed in course materials. B2, B5, B6, D1d, D4, D6, E1d, F1, F2, F3

#### **Planning for All Students:**

Candidates will prepare strategies / interventions to help build the skills of students who are lower in proficiency in each of the five areas of reading, higher in proficiency in each of the five areas of reading, OR students from diverse backgrounds such as ELLs. These strategies / interventions will need to identify the specific assessment(s) needed to monitor a student's progress in each area. This plan should be inclusive of how you'd use specialists (i.e. reading specialists and SpEd teachers) to help students build skill proficiencies. Include a section on providing literacy resources for working with caregivers and their children in their homes. B3, B4, B6, C9b, C9d, D1d, D6, E2a, E2b, E4, F1, F2, F3, F4, F5, F6, F7

### **Areas of Reading:**

- Word Attack / Identification, Vocabulary Building and Fluency B2, C5b, C4d, C4e, C5c, C7a, C7b, D1d, D2b, E1d, E1e,
- Reading Comprehension (text structure and strategies) B2, C6a, C6b, C6c, D1d, D2b, D2c, D3, E1f, E1g

**Tentative Schedule**

<b>Topics</b>	<b>Readings</b>	<b>Standards Addressed</b>
Literacy for All: NCLB, RTI, and Diversity in the Literacy Classroom	Ch. 2: Gunning Ch. 2: All Children Can Read	B1, B2, D3, F1, F2
Assessment	Ch. 8: Understanding Reading Problems; Gillet, Temple, Crawford	E1d, E1e, E1f, E1g, E2a, E2b, E3, E4, E5 (with practicum), E6
Enhancing, Monitoring and Responding to Writing development in all children		B2, B5, B6, D4, E1d, F2, F3  E1d, E1e, E1f, E1g, E2a, E2b, E3, E4, E5 (with practicum), E6  B3, B4, C9b, C9d, D6, E2a, E2b, F2
Enhancing, Monitoring and Responding to Vocabulary, Fluency, Word Attack in all children		B2, C5b, C5c, C7a, C7b, D1d, D2b, E1e, C4d, C4e, E1d  E1d, E1e, E1f, E1g, E2a, E2b, E3, E4, E5 (with practicum), E6  B3, B4, C9b, C9d, D6, E2a, E2b, F2
Enhancing, Monitoring and Responding to Comprehension Development in all children		B2, C6a, C6b, C6c, D1d, D2b, D3, E1f, E1g  E1d, E1e, E1f, E1g, E2a, E2b, E3, E4, E5 (with practicum), E6

		B3, B4, C9b, C9d, D6, E2a, E2b, F2
Enhancing, Monitoring and Responding Study Skills in the Content Areas / Reading to Learn for all children		B3, B4, C9b, C9d, D6, E2a, E2b, F2  E1d, E1e, E1f, E1g, E2a, E2b, E3, E4, E5 (with practicum), E6
Creating and Managing Literacy Programs in grades 4-6		B3, B6, D1d, D2b, D2c, D5, D6, F2, F3
Motivation and Interests of Students	Chapters 12 & 13: All Children Can Read; Temple, Ogle, Crawford, Freppen	D1d, D6, F1, F2, F4, F5, F6
Working with Families Communities and other Professionals	Ch. 2: All Children Can Read, Temple, Ogle, Crawford, Freppen	E3, E4, F7
Strategic Thinking to advance Literacy and Writing Skills in all children		B3, B6, D1d, D2b, D2c, D5, D6, F2, F3

## CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.