Steinhardt School of Education
Department of Teaching and Learning
Literacy Education I: Early Childhood/Childhood & Middle Childhood/Adolescence
LITC GE 2012/LITC GE 2014
Course Outline- FALL, 2014

Instructor: Katherine Stahl
e-mail: kay.stahl@nyu.edu
Office: 239 Greene St. 504 East Building
Class Meeting: Tuesday, 6:45-8:25
Office Hours: Tuesday (Noon-4:00 or by appointment)
Credits: 3 (FYI: This translates to 9-10 hours of work outside class each week.)

Description: Literacy Education I: Reading Practices in Early Childhood/Childhood and Middle Childhood/Adolescence 30 hours: 3 points

This course is one part of a two-course sequence exploring literacy education practices. The curriculum will provide a survey of reading process theory as we trace reading development from early childhood through adolescence. Readings and study will emphasize reading education and provide opportunities for students to learn about curriculum planning and methods of instruction. The focus of exploration will be the five key dimensions of reading identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary and comprehension. There will be an emphasis on individual differences and potential difficulties in reading development and methods for planning reading instruction for struggling or reluctant readers. Students in the course will anticipate the ways that a Literacy Specialist working with teachers might encourage inquiry in these areas. Finally, the theories and instructional techniques presented in this course will be revisited and applied in the assessment course and field-based practicum in the spring. This is a survey course of reading practices that can be applied across a broad developmental continuum.

Please familiarize yourself with the International Reading Association’s 2010 Standards for Reading Professionals (http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards.aspx). Coursework in our Master’s program requires the prerequisite knowledge defined in standards established for “Pre-K and Elementary Teacher Candidates” or “Middle and High School Teacher Candidates.” Additionally, the content of this course (and others in our program) will address and require you to meet the standards for the “Reading Specialist/Literacy Coach Candidate.” Finally, the 2004 reauthorization of the Individuals with Disabilities Education Act authorizes schools/districts to use a Response to Intervention approach instead of a discrepancy model for the identification of reading disability. As of July 1, 2012, New York requires RTI for the identification of reading disability in grades K-4. Therefore, our program will explicitly address the role of the reading specialist in this process and the competencies necessary to fulfill this role.

*This class is made much easier if you familiarize yourself with the library resources and reference management systems available to you as an NYU student. All students in the Literacy Specialist program are required to take two free orientation classes at the library: RESEARCH 101:BACK TO SCHOOL BASICS and MANAGING YOUR RESEARCH AND BIBLIOGRAPHIES (REFWORKS). Go to NYU.libcal.com to schedule your sessions ASAP. They fill up quickly.
Course Objectives:

- To survey theories of literacy development and formal standards for literacy achievement;
- To become critical consumers of instructional practices and the research that examines them;
- To become familiar with strategies for planning and implementing curriculum that supports literacy learning for ALL children.

Course Reading:


Student Membership to the International Reading Association that allows Internet access to ALL journals.


OR http://www.nichd.nih.gov/publications/pubskey.cfm?from=reading


Optional (Highly Recommended for Lit C):

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard
of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

Grading:

Reader Response Logs- 30 points (3 points each)
Most of our class meetings will take the form of an Instructional Conversation. I hope to adhere to the standards of professional development described by Robert Rueda (1998). The Instructional Conversation is a “blend of blend of deliberate, planned teaching with more interactive, responsive conversation.” It is imperative that you come to each class prepared and able to participate, having completed the required assignments. Readings need to be completed before the scheduled class meeting. Each week the reading assignments will be a combination of assigned reading and self-selected reading from the IRA journals or other journals. The self-selected reading is an opportunity for you to select a reading that addresses instruction in the grade level of your choice. For example, when we are studying phonological awareness, LIT C students may want to dig into the special education literature to find articles about older students with phonological awareness difficulties. LIT C students will find the Journal of Adolescent and Adult Literacy particularly useful. Please be prepared to turn in the written responses on your Reader Response Log. Each of us comes to the class with different funds of knowledge and experience. Each week you play an important role in the Instructional Conversation. Together we will “connect streams of classroom culture and knowledge with more formal knowledge and theory.”

Please use APA format for references and in-text citations.

Choose 1 (10 points):
    Demonstration Lesson (Full-time Students)
    OR
    Field-based Lesson (Part-time students: Classroom Teachers)
Points will only be given for lessons selected from our class menu.

Word Study Analysis- (10 points)—YOU NEED A CHILD (gr. 2-6) FOR THIS.
Analyze a spelling inventory that you administer to one student. Identify this student’s spelling stage. Justify your decision-what can your student do successfully, what is the student using but confusing, what is beyond the student’s current level of awareness? Use the scope and sequence in WTW to identify the content that is appropriate for this student’s spelling curriculum. How might the content be taught?

Vocabulary Analysis- (10 points)
Select a text that you would be likely to use with students in your grade level. Identify the words that would require instruction. Categorize the words by Tier. Describe what you would do to instruct these words. Provide references for any activities that you plan to use.

Creative Arts Project Plan (10 points)
Literacy can no longer be the curriculum bully (Pearson, 2006). Authentic reading instruction goes beyond the walls of the school. It brings the world into the classroom and applies literacy
lessons learned to new interpretations and representations of the world. Design a culturally-based creative arts project that can be completed by students at your preferred grade level based on both texts and content commonly found at that grade level. The key idea of this assignment is SURPRISE ME. Think outside the box about definitions of literacy. Use various forms of visual, verbal, artistic and technological literacy. Having students creating a mural, writing a play from a story, creating a rap jingle, or painting a Dutch tile don’t qualify. If you have ever seen or read about the activity you plan to turn in, nix the idea. This must shout YOU. Nobody else but you could create this lesson, because you are bringing your own experiences and your secret passions to this lesson. The elements it must contain are (1) CCSS-based reading, (2) CCSS-based writing, (3) cultural arts of some form – music, visual arts, theater, (4) technology and (5) ethnic or community representation. Points are deducted for BORING and NOT ORIGINAL. Points are added for SHOCKING, COMPELLING, and “Is this really literacy?” If you don’t have any idea what I mean, go see a BAM production (http://www.bam.org/#Theater).

Instructional Review- (30 points)
Select an instructional practice. Read 3 empirically-based studies that investigated the procedure. Open your paper with a paragraph describing your motivation for selecting this practice. Briefly summarize each study. In addition to the findings, include a discussion of each study’s strengths, weaknesses, and limitations. (About 1-1.5 pages each). Generate a few instructional implications based on a synthesis of the studies and the converging evidence (about 2-4 pages). 

Please note: All work turned in for this course must be ORIGINAL. When in doubt, cite a reference. Adherence to the Academic Code of Integrity for All Students is expected (see http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php); penalties for lack of adherence to the code will be enforced. Formal proceedings will be filed.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>92-99</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>A</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>C</td>
<td>72-77</td>
</tr>
<tr>
<td>D</td>
<td>60-67</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Attendance: You are allowed one absence without penalty. You may use this absence for any reason, and you do not need to inform me. Each additional absence will lower your final mark by 7 points. If extenuating circumstances require additional absences you need to make special arrangements. In these approved cases, you will be responsible for writing a 5-page paper that includes a minimum of 3 empirical articles from the assigned reading on the topic of the evening (in addition to the Reading Response Log). While there is no way to “make-up” the knowledge from the Instructional Conversation and activities of a missed class, this is an attempt to help you acquire knowledge about the topic.

Schedule:

<table>
<thead>
<tr>
<th>Date/Topic</th>
<th>Reading Assignment</th>
<th>Assignment</th>
<th>Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Demonstration</td>
</tr>
<tr>
<td>Date</td>
<td>Lesson</td>
<td>Articles/Notes</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>September 2</td>
<td>Balanced instruction</td>
<td>F&amp;P: Ch. 1, 2, 3 Article of your choice: See NYUClasses</td>
<td></td>
</tr>
<tr>
<td>September 16th</td>
<td>Reading Acquisition</td>
<td>R3 F&amp;P 9-12 Video: Guided Reading</td>
<td></td>
</tr>
<tr>
<td>September 23rd</td>
<td>Phonological awareness</td>
<td>Put Reading First: PA MS: Ch. 4 Your choice from IRA (1)</td>
<td></td>
</tr>
<tr>
<td>September 30th</td>
<td>Phonics</td>
<td>R: 4 Everything you wanted to know about phonics (Stahl et al.) Your choice from IRA (1)</td>
<td></td>
</tr>
<tr>
<td>October 7th</td>
<td>Spelling</td>
<td>WTW 1, 2 Your choice from IRA (1)</td>
<td></td>
</tr>
<tr>
<td>October 14th</td>
<td></td>
<td>MS: Ch. 5-6 No Class</td>
<td></td>
</tr>
<tr>
<td>October 21st</td>
<td>Fluency</td>
<td>BB: Kuhn &amp; Schwanenflugel Your choice from IRA (2)</td>
<td></td>
</tr>
<tr>
<td>October 28th</td>
<td>Fluency</td>
<td>NYUClasses-LR &amp;Inst., Schwanenflugel et</td>
<td></td>
</tr>
</tbody>
</table>

*Reader Response Log 1
*Reader Response Log 3
*Reader Response Log 4
*Reader Response Log 5
*Reader Response Log 6
*Reader Response Log 7

**Text Talk Demo Lesson By K. Stahl**

**Language Experience Approach (Traditional & ELL)**

**Assess and analyze the results for at least one student-Feature Guide Due**

**Alphabet Books**

**Word Study Analysis Due**

**IC-Whole class Measure and graph fluency Paired reading (Keith Topping)**

**IC-Whole class**

**Quickwrite**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Reference</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 4th</td>
<td>Vocabulary</td>
<td>R: 6, Paris, 2005</td>
<td>Reader Response Log 8&lt;br&gt;Instruction Review Plans Due: Topic &amp; Reference List</td>
<td>Lecture Vocabulary Selection&lt;br&gt;**Semantic Feature Analysis&lt;br&gt;*Possible Sentences or Probable Passage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your choice from IRA (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 11th</td>
<td>Vocabulary</td>
<td>NYUClasses Folder</td>
<td>Bring a text that you would be likely to use in your instructional setting</td>
<td>IC&lt;br&gt;**Vocabulary Tree&lt;br&gt;*Sheltered Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Instruction: Beck &amp; McKeown Baumann et al. Manyak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 18th</td>
<td>Comprehension Strategy Instruction</td>
<td>R: 5, 7&lt;br&gt;NYUCI: Stahl Oldsmobile</td>
<td>Vocabulary Analysis Due&lt;br&gt;Reader Response Log 9</td>
<td>*QAR&lt;br&gt;*DR-TA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your choice from IRA (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 25th</td>
<td>Comprehension (conversation/discussion)</td>
<td>Read R. Ch 11&lt;br&gt;Read Maloch: Moments…&lt;br&gt;Your choice from IRA (1)</td>
<td>Reader Response 10&lt;br&gt;**Reciprocal Teaching</td>
<td></td>
</tr>
<tr>
<td>Dec. 2nd</td>
<td></td>
<td>No Class Tonight&lt;br&gt;Please substitute attendance at PreEmptive Education Event on Sept. 26-27</td>
<td>Instructional Review Due on December 5th</td>
<td></td>
</tr>
<tr>
<td>Dec. 9th</td>
<td>Literacy as Learning</td>
<td>Afferbach: HRRC</td>
<td>Creative Arts Project Due&lt;br&gt;**ReQuest&lt;br&gt;**SQ3R</td>
<td></td>
</tr>
</tbody>
</table>
* Reader Response Log

Name:
Date:
Reading Material (Practice APA Format Here):

Synthesis (MINIMUM 1 Page- MAXIMUM 2 Pages)
Synthesize the major points made across main sections of this week’s readings.

Language Issues
How did the language/discourse/vocabulary enhance or refine your understanding of the concepts that were addressed?
What language/discourse/vocabulary was confusing or hindered a clear understanding of the author’s message?

Contextualize the most important or most interesting issues (About 1 Page)
Relate the issues to your instructional setting or experience.
What will you change about yourself and your teaching based on this reading material?
How did the reading material convey the messiness and complexities of working in a real learning environment?
Discuss the ways that the reading material may have oversimplified or provided a pat solution to a complex issue?

Questions
What 2 questions are important for discussion with your colleagues? (Consider colleagues in this class and colleagues that are in your work setting.)
Lesson Plan Format & Rubric (10 points)     Due: Before Thanksgiving

Name________________________________Date of Lesson__________Gr._______

Activity/Instructional Technique__________________________

Context________________

(1) **Student Learning Objectives:** (What should the students be able to **DO** at the end of the lesson? Please adhere to the Audience Behavior Conditions Degree format. The student will observable/measurable behavior in context/conditions to numerical mastery standard.)

**Materials:**

(2) **Set:**
(Describe what you will say to establish a purpose for learning and to activate prior knowledge/experience. You should tell the students what they will be learning, why it is important and how it connects to previous learning or personal knowledge. I expect to see the exact words you will say to the students. There may also be an opening “hook.” But the set should always be stated.)

(4) **Implementation Procedures:**
(Give a thorough, explicit explanation of what you will be saying and doing. For example, if reading a story to or with a group of students you need to include the vocabulary you want to develop and questions you plan to ask for each section of text. Give a brief explanation of what the child will do. Attach a copy of any activity sheets you will be using in the lesson.)

(1) **Assessment of Student Learning:**
(How do you know the child has achieved the learning objectives? What evidence do you have that the child knows more than s/he did before your lesson?)

(2) **Reflection and Response:** (Write 1-2 paragraphs for each response below. Address: your personal thoughts and feelings, student response to the lesson, appropriateness of materials and activity, issues of logistics and management.)

What went well-

What I might do differently-
Demonstration Lesson Rubric

Due: Upon Presentation

Name_____________________________________________Score          /10

Technique___________________________________________________________

You should describe the technique and apply it with your classmates as a demonstration or model of instruction. Provide a one-page hand-out that includes definitional, procedural and conditional information about the teaching strategy. Provide suggestions for adapting the strategy to a range of diverse learners and settings. Add references. Attach this rubric to the handout that you turn in to me.

___/ 3 Provided definitional (what is it, what does it do), procedural (how do you do it) and conditional (when, why, grade level adaptations) knowledge of the teaching strategy

___/ 2 Framed the activity in an authentic context and provided opportunities for class engagement and participation

___/ 2 Evidence of adherence to prescribed procedures

___/ 1 Provided suggestions for adapting the technique to a variety of settings

___/ 1 Lesson demonstrated effort and planning

___/ 1 Provided research background and resources for further investigation (provide these to me one week before your class presentation)

Comments:
Creative Arts Project Plan  ( /10)  

Due: December 9

Name______________________________

- Design a student project that can be completed by students at your preferred grade level based on both texts and content commonly found at that grade level. Like the performances that you attended, the project might be a musical, theatrical interpretation and representation of a traditional tale or tradition from your students’ culture. It might be a multi-media product that applies the ideas and texts drawn from multiple sources. Content objectives should drive the development of the project. This project would be likely to be a culminating product in a disciplinary unit. Culture, content, multiple texts, creative representation and interpretation should be the key elements. KEY=C CREATIVE. This comes from your soul and source. I have never seen or heard of this activity. In fact, I have never thought of this expression of literacy. WOW me. Have fun. This is YOU and your passion.

- **Background**
  - Grade Level
  - Curriculum Content
  - Related Texts

- **Learning Objectives (1 point)**

- **Student Project (5 points)**
  - Individual or group configuration
  - Arts/Media application
  - General description
  - General steps in the procedure or carrying out the project
  - Presentation format: How will it be shared with others? What others?

- **Evaluation of the Student Project (2 points)**

- **Teacher Justification for the Student Project (1 point)**
  - How would you justify this to principals, parents, and other stakeholders?
  - Use documentation and citations from your reading this semester in all classes.

- **Originality (1 point)**
Instructional Review Rubric  
Due: December 5, 2014

Name ________________________________     Score / 30

Topic_________________________________

Attach this rubric to the back of your paper. Your Instructional Review should adhere to the American Psychological Association (APA) format requirements (see http://library.nyu.edu/research/bibliographies/).

_____ / 2 Opening paragraph describes interest in topic

_____ / 5 Objective, but critical, summary and analysis of Article 1

_____ / 5 Objective, but critical, summary and analysis of Article 2

_____ / 5 Objective, but critical, summary and analysis of Article 3

_____ /10 Logical interpretation/synthesis of converging evidence and implications for instruction

_____ / 2 Closing describes limitations and future directions

_____ / 1 Adherence to APA format, citations and reference list, mechanics

Summary
Research Questions
Participants
Intervention and Procedure
Data collected
Results & Conclusions

Analysis
Did the method match and provide a lens for answering the research question(s)?
Was the researcher objective and intellectually honest?
What were the strengths of the study?
What were the limitations? (Consider n, sample characteristics, fidelity, who administered intervention, sustainability, feasibility in school/classroom ecology)
Vocabulary Analysis Rubric

Name___________________________________    Score                    /10

Text____________________________________Grade level___________

Attach this rubric to the back of your vocabulary analysis.

_____ / 5  Sensible word list selection and tier identification

_____ / 4  Logical instructional differentiation by vocabulary difficulty or utility; clear description of how instruction would occur for clusters of selected vocabulary

_____ / 1  References for vocabulary instructional techniques
Word Study Analysis Rubric  

Due: October 21, 2014

Name________________________________ Score /10

Grade Level of Student_____________________ Stage______________

Attach this rubric to the back of the actual assessment and the developmental analysis.

____/ 1  Assessment was administered according to prescribed procedures.

____/ 2  Feature guide was attached and scored correctly.

____/ 4 Accurate analysis and interpretation of your student’s spelling.

SPELLLING STAGE?

Justified your decision, by providing information about:

What spelling features has your student mastered?
What spelling features are being used but confused?
What features are beyond your student’s awareness?

____/ 3  Recommendations for instruction are based on theoretically-based interpretations of assessment results.

Content of spelling instruction for the next month or so.
Possible activities (3) to foster spelling development at this stage.