Steinhardt School of Education  
Department of Teaching and Learning  
Literacy Education I: Early Childhood/Childhood & Middle Childhood/Adolescence  
Course Outline- FALL, 2011

Instructor: Katherine Stahl  
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Phone: 212-998-5204  
Class Meeting: Tuesday, 6:45-8:25  
Office Hours: Tuesday (10:00-4:00 or by appointment)

Credits: 3  (FYI: This translates to 9-10 hours of work outside class each week.) SEE CliffsNotes.com. How much outside class study time is recommended for every hour of class time for college freshmen? 23 Aug 2010<http://www.cliffsnotes.com/Section/id-305397,articleId-7601.html>.)

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. Each individual assignment holds the expectation and provides the opportunity for students to deepen their knowledge of reading instruction for children within a specific age range.

Please familiarize yourself with the International Reading Association’s 2010 Standards for Reading Professionals. 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. In fact, New York will require RTI beginning in 2012. Therefore, our program will explicitly address the role of the reading specialist in this process and the competencies necessary to fulfill this role.

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.

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

IRA Standards- (http://www.reading.org/resources/issues/reports/professional_standards.html
CREDE website- http://crede.berkeley.edu/index.html
(Select: Research findings, language learning and academic achievement)
Selected articles and book chapters

Optional:

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) on the CREDE website. 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. 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)
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? What content is appropriate for this student’s spelling curriculum? How might it 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) reading, (2) 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/view.aspx?pid=3053).

**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**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>X</td>
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<tr>
<td>A</td>
<td>92-99</td>
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<tr>
<td>A-</td>
<td>90-91</td>
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<td>B+</td>
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<td>B</td>
<td>82-87</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>72-77</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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**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>
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<tbody>
<tr>
<td>September 6th Balanced instruction</td>
<td>FP: 1, 2, 3</td>
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<td>*Demonstration Lesson by Student</td>
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<td></td>
<td>Article of your choice: See BB</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Text or Video</td>
<td>Notes</td>
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<tr>
<td>September 20th</td>
<td>Texts and readability</td>
<td>F&amp;P 9-12 BB: Clay Video: Guided Reading</td>
<td>Video Response 4 Text leveling</td>
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<tr>
<td>September 27th</td>
<td>Reading acquisition</td>
<td>R: 3 Your Choice from IRA</td>
<td>*Reader Response Log 2 *Language Experience Approach (Traditional &amp; ELL) *DL-TA</td>
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<tr>
<td>October 4th</td>
<td>Phonological awareness</td>
<td>Put Reading First: PA MS: Ch. 4 Your choice from IRA</td>
<td>*Reader Response Log 3 IC *Wordless Picture Books *Alphabet Books</td>
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<tr>
<td>October 11th</td>
<td>No Class</td>
<td></td>
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<tr>
<td>October 18th</td>
<td>Phonics/Spelling</td>
<td>Put Reading First: Phonics WTW 1, 2 R:4</td>
<td>Reader Response Log 5 *Assess and analyze the results for at least one student Draft due</td>
</tr>
<tr>
<td>October 25th</td>
<td>Fluency</td>
<td>BB: Kuhn Your choice from IRA</td>
<td>Reader Response Log 6 *Word Study Analysis: Final copy due IC-Whole class Measure and graph fluency Paired reading (Keith Topping)</td>
</tr>
<tr>
<td>November 1st</td>
<td>Fluency</td>
<td>JLR- Stahl, 2006</td>
<td>Reader Response Log 7 IC-Whole class FORI Video Clips *Quickwrite</td>
</tr>
<tr>
<td>November 8th</td>
<td>Vocabulary</td>
<td>R: 6 Paris, 2005</td>
<td>Reader Response Log 8 *Bring a text that you would be likely to use in your instructional setting Lecture Vocabulary Selection *Semantic Feature Analysis *Possible Sentences or Probable Passage</td>
</tr>
<tr>
<td>November 15th</td>
<td>Linguistic diversity</td>
<td>R: 11 CREDE website Research: Upscaling for Transition… – Publications from Project 1.5- RR6</td>
<td>Reader Response Log 9 *Vocabulary Tree IC *Sheltered Instruction</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>November 22nd</td>
<td>Comprehension Strategy Instruction</td>
<td>Vocabulary Analysis Due</td>
<td></td>
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<tr>
<td></td>
<td>R: 5, 7</td>
<td>IC Group work: Declarative, procedural, conditional knowledge for each strategy</td>
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<td>BB: Duke and Pearson Article Your choice from IRA</td>
<td>DR-TA *Reciprocal Teaching</td>
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<td></td>
<td><strong>Vocabulary Analysis Due</strong></td>
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<td>Reader Response Log 10</td>
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<td></td>
<td><strong>Group work:</strong> Declarative, procedural, conditional knowledge for each strategy</td>
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<td>DR-TA *Reciprocal Teaching</td>
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<tr>
<td>November 29th</td>
<td>No class meeting this night</td>
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<tr>
<td>December 6th</td>
<td>Comprehension Conversations</td>
<td>Instructional Review Due</td>
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<td><strong>Instructional Review Due</strong></td>
<td>*QAR</td>
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<td>Dec. 13th</td>
<td>Literacy as Learning</td>
<td>Creative Arts Project Due</td>
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<td>Afflerbach: HRRC</td>
<td>*SQ3R</td>
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<td>*ReQuest</td>
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* 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

Comments:
• 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
  o Grade Level
  o Curriculum Content
  o Related Texts

➢ Learning Objectives (1 point)

➢ Student Project (5 points)
  o Individual or group configuration
  o Arts /Media application
  o General description
  o General steps in the procedure or carrying out the project
  o 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)
  o How would you justify this to principals, parents, and other stakeholders?
  o Use documentation and citations from your reading this semester in all classes.

➢ Originality (1 point)
Instructional Review Rubric

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          Due: November 22, 2011

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 25, 2011

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.