



ED 228E: Becoming Literate in School, Summer 2017 CERAS 204

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Course Description

This course is the first of the three-course series, Becoming Literate in School, designed for the STEP Elementary program. BLIS I explores some of the theories that guide instructional decision-making in literacy. The course focuses on how children learn to read and spell words and presents research-based methods for assessment and instruction. Candidates explore these theories and practices through a variety of experiences, including discussion, in-class simulations, guided observation in the placement classroom, assessment of students, lesson planning, teaching, presenting to and reflecting with colleagues.

Big Ideas for this Course

- Literacy teachers are models of reading and writing for our students.
- Reading, writing, and spelling are developmental and interconnected. For most children, there are relatively predictable stages they will work through.
- Some children struggle with learning to read and write; there are ways to identify and address these challenges. The earlier these challenges are addressed, the better the outcomes for the child.
- Phonics instruction can help most children learn to decode more quickly and accurately.
- Running records are an effective way of tracking reading progress.
- We need to be actively engaging with the CCSS and supporting children's development in terms of them.
- Literature is a powerful tool for teaching across the curriculum.
- Issues of equity permeate our work as literacy teachers and models.

Course Objectives

Candidates will be able to assess students' word knowledge, identify what students know and what they are ready to learn, and create word study lessons to further their learning. They will have a basic knowledge of early literacy development (including phonemic awareness, phonics, vocabulary, and oral language development, fluency, and comprehension) and word knowledge and fluency assessment, all of which we will build on in subsequent quarters. Finally, candidates will learn ways to create a positive, responsive literacy environment.

Course Website

The course website will be housed on the BLIS 1(EDUC 228E) Canvas site.

Attendance and Participation

We expect you to attend every class. If something prevents you from doing so, please communicate with us in advance. Together, we will discuss a plan for how you can make up the material that you miss. *Missing two or more classes may result in a grade reduction.* We also expect active participation, taking into account that this looks different for different people. Whatever form of active participation you prefer, we expect you to attentively and intentionally engage with the class material and activities.

Course Readings

Books

These books will be used in both the summer and fall BLIS courses. All books are available for purchase online. They are also on reserve in the STEP library (CERAS 308) and on two-hour reserve in Cubberley Library. The total cost of these books should be about \$200. While we understand that this is a considerable amount of money, we are confident that these are all books you will use again and again in your planning and instruction throughout your career.

- Bear, D.R., Invernizzi, M., Templeton, S.R., & Johnston, F. (2016). *Words their way: Word study for phonics, spelling, and vocabulary instruction.* (6th Edition). Upper Saddle River, NJ: Pearson Education. **[The 6th edition of this book includes the online toolkit. It's not imperative that you have this, but it's useful. If you choose to buy the 4th or 5th edition, you'll just need to be aware of the page shifts for your reading assignments.]**
- Beck, I, Beck, M. (2013). *Making sense of phonics* (2nd Edition). New York: Guilford.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd Edition). New York: Guilford.
- Johnston, P.H. (2004). *Choice words: How our language affects children's learning.* Portland, ME: Stenhouse.

Other readings (posted on Canvas):

*** These may change, so please check the Canvas site for the most updated list of readings**

- Assisting Students Struggling with Reading. IES Practice Guide. What Works Clearinghouse. <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3>
- Bunch, G., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy standards. In *Understanding Language: Language, Literacy, and Learning in the Content Areas*. Stanford, CA: Understanding Language Conference.

- Helman, L. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*, 57(5), 452-460.
- Put Reading First: The Research Building Blocks for Teaching Children to Read. <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

BCLAD resources

- Website with Spanish resources for *Words their Way*: http://wps.prenhall.com/chet_bear_words_3/9/2471/632613.cw/-/632614/index.html.
- *Palabras a su paso: El Estudio de Palabras en Acción – Guía del maestro* (Spanish language version of Words Their Way, based on Spanish orthography)
- Helman, L., Bear, D. R., Templeton, S., Invernizzi, M., & Johnston, F. (2012). *Words their Way with English Learners*. (2nd Edition). Boston: Pearson Education.
- Helman, L. (2005). Using literacy assessment results to improve teaching for English language learners. *The Reading Teacher*, 668-677.

Children’s Books

Cubberley Library in the School of Education has a number of children’s books you can check out throughout your year in STEP. Their website is helpful in both showing the books they have –and providing information about each book as to its reading level, genre, and approximate child interest ages. See:

<http://library.stanford.edu/cubberley/collections-education/childrens-and-young-adult-books>

Grading

All assignments are due at the day and time noted on the syllabus. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor *prior* to the day that the assignment is due. If no such arrangement is made, the assignment may be given a reduced grade.

Grades will be based on the following:

Class attendance/participation	45%
Word study lesson and video project	40%
Classroom Language project	15%

About Assignments

Expectations:

Stanford Honor Code. Most of the assignments in this course are collaborative in nature. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others' work as your own and plagiarism. Please be sure that you cite others' ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>.

Work Quality. Part of becoming a teaching professional is disciplining oneself to produce high-quality written documents. As a teacher you will write parent newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support, but the tutors will not edit your work. You can sign up for a writing tutor at <http://swc.stanford.edu/>.

Assignments:

Preparation for class. Forty-five percent of your grade will be based on the degree to which you prepare for class and engage actively in lecture, discussion, and class activities. All reading for each class meeting should be completed before class. Some class meetings will require you to bring observation notes, student assessments, video, or a paper to discuss. The success of the course activities and your learning will depend upon your preparedness, so please make this your highest priority.

Word study lesson and video project. This assignment will give you an opportunity to learn about word study assessment, design instruction based on student needs, and teach a small group of students. You will work with the other candidates in your placement to assess all the students in your class. Next you'll bring the results to class and we will work together to analyze them. Together with the other candidate(s) in your placement you will group the students by needs and each of you will choose a different group to teach. Once you have your group of students the planning will begin. We'll provide you some class time to plan a small group lesson. Finally, you'll teach and videotape your lesson. You will turn in your assessments, lesson plan, materials, video, and a short reflection on August 2nd. You'll also have a chance to share your work and learning in class. More detailed information, including a project timeline, will be provided in a separate assignment sheet and this information, as well as a Word Study Lesson Plan template and a Tips for Managing your Word Study Lesson, are on the BLIS Canvas site.

Classroom Language Project. This assignment will provide an opportunity to reflect on Peter Johnston's book *Choice Words*. In a 2-3-page double-spaced paper, you will write a response to that book in light of your placement experience and/or your own experiences. Your challenge is to write a concise, well-organized, interesting piece that will be enjoyable to read and support you in contributing to class discussions. Due Wednesday, July 19th. Please upload to the BLIS Canvas site.

Summary of due dates for assignments:

- Wednesday, July 17: Bring completed *Words their Way* spelling inventories to class
- Wednesday, July 19 (by 3 p.m.): Upload Classroom Language papers to Canvas
- Thursday, July 20 (by 8pm): Upload Word Study lesson plans to Canvas
- Wednesday, Aug 2 (by 8 p.m.): Upload Word Study video and reflection

CLASS CALENDAR

	Date	Topics	Reading for this class	Assignments and Reminders
1	Wed., July 5 3-5:30	<ul style="list-style-type: none"> • Introduction to the course • Responding to literature with personal connections: One example using <i>Lifting a Line</i> • <i>Learning to Read</i> simulation 		<ul style="list-style-type: none"> ✓ Please be sure you know how to access the Canvas site ✓ Once you have your copy of <i>Words Their Way</i> [6th edition], use your access code to register for the PD Toolkit
2	Mon., July 10 1:30-3:50	<ul style="list-style-type: none"> • Introduction to word study • How children learn to read words—the development and interconnection of phonemic awareness, phonics, fluency, vocabulary, and comprehension • Word study assessment 	<ul style="list-style-type: none"> • <i>Word Their Way</i> (WTW) Chapter 1 • WTW Chapter 2, pp. 23-29 (stop at “Score and Analyze. . .”); also read pp. 46-47 • Beck & Beck, pp. 13-26 	<ul style="list-style-type: none"> ✓ Meet with CT this week to schedule spelling assessment and decide how it will be administered. Give the assessment to the whole class sometime between 7/11 and 7/17. ✓ Bring <i>Words their Way</i> to class
3	Wed., July 12 3-5:50	<ul style="list-style-type: none"> • Emergent—developing phonemic awareness and alphabetic knowledge through phonics and Word Study 	<ul style="list-style-type: none"> • WTW Chapter 4, pp. 91-144, <i>skimming pp. 119-144 (the activities section)</i> • WTW Chapter 2, pp. 29-39--Assessment • Put Reading First. Phonemic Awareness/Phonics. Read pp. 1-17. • Johnston, Chapters 1, 2, 3 (pp.1-28) 	<ul style="list-style-type: none"> ✓ Take time to sit and observe your cooperating teacher. With the Johnston reading in mind, make notes of interesting teacher-student interactions. ✓ Bring <i>Words their Way</i> to class

4	Mon., July 17 1:30- 3:50	<ul style="list-style-type: none"> • Letter-name alphabetic stage—developing spelling-sound knowledge and fluency through Word Study • Within-word pattern stage • Generating curriculum with students: One example using <i>Golden Lines</i> • Work time: Score word study assessments 	<ul style="list-style-type: none"> • WTW Chapter 5, you can skim the activities section. • WTW Chapter 2, pp. 49-70 THIS IS THE “HOW TO” OF WORD STUDY—Read it carefully! • Fountas & Pinnell (1996). Using Running Records (p. 89-96). From <i>Guided Reading</i>. • Helman (2004). Building on the sound system of Spanish 	<ul style="list-style-type: none"> ✓ Bring completed Word Study Spelling Inventory student assessments to class ✓ Heads-up: You will need to come to class this coming <u>Wednesday</u> having consulted with your CT to determine your small group and the skill you’ll teach. We’ll work in class on Wednesday to craft your lesson. ✓ Bring <i>Words their Way</i> to class
5	Wed., July 19 3-5:50	<ul style="list-style-type: none"> • Syllable and Derivations overview—developing vocabulary and comprehension through Word Study • Discuss Classroom Language projects • Work time: Planning a word study lesson 	<ul style="list-style-type: none"> • We will jigsaw the readings for this week. In class, you’ll be assigned ONE of these 3 chapters: ⇒ WTW Chapter 6, skim the activities section. ⇒ WTW Chapter 7, skim the activities section. ⇒ WTW Chapter 8, skim the activities section. • Become an expert on your stage/chapter. What are children in this stage doing successfully? What’s next for them? What are a few great activities? 	<ul style="list-style-type: none"> ✓ Classroom Language Project due today—upload to Canvas and bring a soft or hard copy to class ✓ Bring scored word study assessments and your [CT-approved] group + skill you’ll teach. ✓ Schedule a 15-20 minute time to teach your Word Study Lesson early next week ✓ Upload word study lesson plan by 8PM on Thursday, 7/20. We will get feedback to you over the weekend. ✓ Bring <i>Words their Way</i> to class
6	Mon, July 24 1:30- 3:50	<ul style="list-style-type: none"> • Vocab instruction: Part I • Gender equity in literature 	<ul style="list-style-type: none"> • Put Reading First. Fluency/Vocabulary Read pp. 19-39. • Beck, McKeowan & Kucan, Chapters 1 & 2 	<ul style="list-style-type: none"> ✓ Teach and videotape your 15-20-minute small group word study lesson <u>early</u> this week.

7	Wed., July 26 3-5:50	<ul style="list-style-type: none"> Vocabulary instruction: Part II Common Core Connections 	<ul style="list-style-type: none"> Common Core State Standards for Literacy. Read pp. 8-33. Bunch, Kibler, and Pimentel (2012). 	
8	Mon., July 31 3-5:50	<ul style="list-style-type: none"> Interactive read-alouds and strategies for comprehension 	<ul style="list-style-type: none"> Calkins, <i>The Art of Teaching Reading</i>, Chapter 11, pp. 197-222. Put Reading First. Text Comprehension. Read pp. 41-48. 	✓ Bring your laptop/tablet to class with your 10-minute video clip loaded on it ready to share in a small group. You'll get feedback from peers that will help inform your reflection.
9	Wed., Aug 2 3-5:50	<ul style="list-style-type: none"> RICA Review Assisting students with reading difficulties 	<ul style="list-style-type: none"> Assisting Students Struggling with Reading. IES Practice Guide. What Works Clearinghouse. Read pp. 1-31. 	✓ Word Study Lesson and Video project is due tonight by 8pm.