EDLT 410: Teaching Word Recognition Skills

Schedule information (quarter, meeting day/time/classroom)

Instructor:
Phone: Fax:
E-Mail:
Office Hours:
Office:

Course Description
EDLT 410 (3 credits) Teaching Word Recognition Skills
Prerequisites: EDLT/EDRD 308 & 309, or permission. Methods for teaching the word recognition skills will be developed. Decoding as an aid to comprehension, including phonetic analysis, context clues, structural analysis, and sight vocabulary.

Recommended Texts

Course Rationale
This course is consistent with the following missions: Central Washington University's mission, Docendo Discimus; the Center for Teaching and Learning’s mission, "Facilitating learning for a diverse world"; the Teacher Education Programs Department’s mission, "The commitment to ensuring graduates are prepared to be outstanding educational leaders who demonstrate knowledge, skill, and attitudes necessary to educate a diverse population."
Further, this course, using the Constructivist model of learning, is designed to develop
the students' abilities and skills in using past experiences and current acquisition of knowledge and skills to construct a knowledge base for teaching reading and writing.

The **constructivist model** asserts that:

- Knowledge is actively created by the learner
- Knowledge is "constructed" or made meaningful when learners relate new information to prior knowledge or existing structures of knowledge
- Knowledge “constructs” are shaped by experience and social interaction
- Members of a culture collaboratively establish knowledge

In addition, this preservice reading course is consistent with the guidelines of The International Reading Association. It is stated in their standards, “Effective reading requires an understanding of how print works, intertwined with the ability to interpret critically and apply new information to existing knowledge. Hence, the school reading programs must involve students in both learning to read and reading to learn.”

WAC 180-82-332 Elementary education — Primary... the candidate shall have demonstrated knowledge and skills at the developmentally appropriate levels in the following areas:(1) Language literacy, (a) Reading strategies

<table>
<thead>
<tr>
<th>Learner Outcomes &amp; Standards</th>
<th>Assessment Options</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of reading research and histories of reading. &lt;br&gt;CTL: 1.1, WA: 1.0, IRA: 1.2</td>
<td>Essays &lt;br&gt;Discussions &lt;br&gt;Read and critique research &lt;br&gt;Quizzes</td>
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<td>Demonstrate knowledge of the major components of reading (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies, and motivation) and how they are integrated in fluent reading. &lt;br&gt;CTL: 1.1, WA: 1.0, IRA: 1.0</td>
<td>Construct curriculum materials &lt;br&gt;Discussions &lt;br&gt;Group activities &lt;br&gt;Peer Teaching &lt;br&gt;Quizzes &lt;br&gt;Simulations</td>
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<td>Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds. &lt;br&gt;CTL: 1.1, WA: 3.0, 6.0, IRA: 2.0</td>
<td>Construct curriculum materials &lt;br&gt;Discussions &lt;br&gt;Group activities &lt;br&gt;Peer Teaching &lt;br&gt;Quizzes</td>
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Learner Outcomes & Standards

Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

CTL: 1.1 WA: 3.0, 6.0 IRA: 2.0

Assessment Options

Construct curriculum materials
Discussions
Group activities
Peer Teaching
Quizzes

*International Reading Association Standards for Reading Professionals - Revised 2003

Standards addressed in this course are as follows.

Center for Teaching and Learning

CWU-CTL.1.1 STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement

CWU-CTL. 1.1.1 Essential Academic Learning Requirements (WAC a)

CWU-CTL. 1.1.2 Subject matter content knowledge (WAC b)

CWU-CTL. 1.1.3 Inquiry, critical analysis, and synthesis of subject knowledge

CWU-CTL.1.2 STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge

CWU-CTL. 1.2.1 Instructional strategies for developing reading, writing, critical thinking, and problem-solving skills in content areas (WAC p)

CWU-CTL. 1.2.2 Multiple explanations and effective instructional strategies so that all students can learn content

CWU-CTL. 1.2.3 Planning and management of instruction based on knowledge of the community, and curriculum goals specific to content (WAC s)

CWU-CTL.1.2.4 Presentation of content to p-12 students in challenging, clear, and compelling ways

CWU-CTL.1.3.3 Knowledge of how students learn (Theories of Learning)

CWU-CTL. 1.3.4 Reflective practices and make necessary adjustments to enhance student learning

International Reading Association – 2010 Standards

Standard 1: Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1.1: Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
• Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading–writing connections) using supporting evidence from theory and research.

• Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading–writing connections) with supporting evidence from theory and research.

_Element 1.3:_ Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

_Standard 2: Curriculum and Instruction:_ Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

• Explain how the reading and writing curriculum is related to local, state, national and professional standards.

• Implement the curriculum based on students’ prior knowledge, world experiences, and interests.

_Element 2.2:_ Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

• Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.

• Differentiate instructional approaches to meet students’ reading and writing needs.

• Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

• Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.

• As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.

_Common Core Standards: English Language Arts Standards: Reading: Foundational Skills:_


_Washington State Endorsement Competencies for Reading P-12_

1.1 Demonstrate knowledge of the major theories of language development and learning in the teaching of reading, writing, and instruction.

1.1.1 Demonstrate knowledge that reading and writing are developmental processes.
1.1.2 Demonstrate knowledge of the foundations of phonology, morphology, semantics, syntax, pragmatics, and orthography.

1.1.4 Demonstrate knowledge of the interrelationships of reading and writing, and listening and speaking.

1.2 Demonstrate knowledge of the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension).

1.2.2 Demonstrate knowledge of phonemic awareness [e.g., segmentation, blending, substitution].

1.2.3 Demonstrate knowledge of phonics [e.g., sound symbol correspondence, blending, and word families].

1.2.4 Demonstrate knowledge of fluency [e.g., rate, accuracy, prosody].

1.2.5 Demonstrate knowledge of indirect and direct vocabulary instruction [e.g., specific word instruction and word-learning strategies, using resources, word parts, and context clues].

1.4 Know current state standards (GLEs) in reading, writing, and communication.

3.1.2 Explain how to model and teach various reading strategies to students in essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension).

3.2.1 Demonstrate knowledge of a wide range of curriculum materials to ensure effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

3.3 Demonstrate knowledge of how to plan systematic, explicit instruction for the essential components of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension). This includes knowledge and use of appropriate materials and explicit, personalized instruction based upon the assessed needs of each student.

3.4 Demonstrate how to model and explicitly teach students to use word identification, word meaning, and context clues to read for meaning.

6.1. Read and know how to apply the results of scientifically based reading research (qualitative and quantitative) to instructional practices

6.5.2 Demonstrate the ability to implement each of the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) based upon the assessed needs of students.

6.5.5 Plan and implement systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic structure (e.g., phonemes, onsets and rimes, letters, letter combinations, syllables, and morphemes) based upon the assessed needs of the student.
Instructional Methods and Materials

Teaching/learning methods will include, but not be limited to, discussions, case studies, computer simulations, media demonstrations (videotapes, etc.), collaborative learning, analysis of reading behaviors (processes and products), using a variety of assessments, journals, and lectures. In addition, technology used may include Blackboard, on-line research, videotapes, instructional CDs, computer software, and email.

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<thead>
<tr>
<th>Suggested Assignments</th>
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<tbody>
<tr>
<td>Word Recognition Activities &amp; Games</td>
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<tr>
<td>Classroom Teaching</td>
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<td>Phonics Knowledge Self-Study</td>
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<td>Reading Response Activities</td>
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<td>In-Service Workshop Plans</td>
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Course Topics

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<tr>
<th>Meaning Vocabulary &amp; Classroom Teaching</th>
<th>(Decoding)</th>
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<tr>
<td>Foundations of Word Knowledge</td>
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<td>Sight Vocabulary</td>
<td>Developmental Assessment</td>
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<td>Syllables &amp; Affixes Stage</td>
<td>Instructional Frameworks</td>
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<td>Word Derivations Stage</td>
<td>Emergent Stage</td>
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<tr>
<td>Meaning Vocabulary Development</td>
<td>Within Word Patterns</td>
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<td>Traditional &amp; Contemporary Phonics Instruction</td>
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Professionalism, Preparation & Participation

The objective of these expectations of professionalism, preparation, and participation is to encourage the continued development of the occupational behaviors and attitudes that are basic to a satisfying and successful career in teaching, and which will facilitate your successful completion of this course. These expectations include, but are not limited to:

1) Active participation in this learning community and respect for its members (cell phones are turned off);
2) Preparedness for class: readings and other homework completed, etc;
3) Academic honesty;
4) Submission of assignments, which are accurate and complete in execution, neat, carefully prepared, word-processed, stapled, and have been edited for coherence, correct usage and spelling;
5) Promptness, which allows the class to begin on time, and resume after breaks, as agreed;
6) Regular attendance (monitored by dated entries in the response folder);
7) Timely notice of absences and late arrivals; and
8) Observance of due dates for assignments. - 5% late fee.

**Note:** The saying that "It is easier to get forgiveness than to get permission." does not apply in this class. Rather, it is easier to get permission than it is to get forgiveness.

**ADA Statement**

Students with disabilities who wish to set up academic adjustments in this class should give the instructor a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171 immediately.