

Chaminade-RISE
ED 640S & ED 440S
"Promoting Literacy-Mild/Moderate Disabilities"
Spring 2000

Instructor: Drue Narkon, M.Ed.

Office voice [mail: 956-2358](tel:956-2358)

E-mail: narkon@hawaii.edu

Site/Hours: Chaminade, Henry, Thursday 4:30 p.m.-8:00 p.m.

Dates: April 6, 2000 - June 8, 2000

Credit Hours: 3 credits

I. Course Description:

This course is designed to provide information for educators on the various language arts instructional approaches, strategies, techniques, and assessment methods used With students with mild/moderate disabilities in reading, spelling, and writing. Less emphasis will be given to listening and speaking.

II. Rationale:

Various instructional approaches related to the teaching of language arts are utilized across our nation. Whether it is an approach, strategy or technique we were trained to use, we feel most comfortable using or it is one which is mandated for use in the classroom; we are faced with the ever increasing number of students in our classroom who are struggling with reading, spelling, and writing. To this end, an array of instructional approaches, strategies, techniques, and methods with emphasis in reading, spelling, and writing will be introduced to promote literacy in children with mild/moderate disabilities. Of equal importance, is the need to employ on-going informal assessments to assess a student's reading, writing, and spelling strengths and weaknesses.

III. Objectives:

1. Discuss and demonstrate various instructional approaches in language arts and how research supports and validates the use of these instructional approaches in the classroom.
2. Describe and discuss emergent literacy skills
3. Discuss and demonstrate skills in word identification, comprehension, spelling, and writing.
4. Discuss various components of reading acquisition and how it applies to students with mild/moderate disabilities.
5. Describe characteristics and needs of students who struggle with reading, spelling, and writing.
6. Demonstrate the importance of integrating assessment with instruction.
7. Demonstrate an understanding of alternative, informal assessment techniques for students experiencing difficulty in reading, spelling, and writing.
8. Compile a literacy portfolio (reading, spelling, and writing) to demonstrate understanding of instruction and assessment of literacy. Pre and Post Reflection in each area of reading, spelling, and writing.
9. Develop a mini-lesson plan based on a research-supported instructional strategy in language arts to discuss and present in class.

IV. Course Text: (Required)

Cox, Carole. (1999). *Teaching language arts: A student- and response-centered classroom*. (3rd ed.). Needham Heights, MA: Allyn & Bacon.

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*Optional Text:

Yopp, Hallie Kay & Yopp, Ruth Helen. (1996). *Literature-based reading activities*. (2nd ed.). Needham Heights, MA: Allyn & Bacon.

V. Description of **Instructional** Procedures:

Primary class format will include a variety of instructional methodologies, including but not limited to class discussion, in-class activities, lecture, student presentations, demonstrations, and guest speakers.

VI. Course Requirements

A. Academic

1. Assigned Reading: It is expected that the student will read the assigned chapter for each class prior to attending that class. The readings are essential for student learning and participation in class activities. Exception may be made for the first class.

2. In/Outside Assignments:

Literacy Portfolio: For 640R and 440R- All students will be required to compile a literacy portfolio consisting of three subject areas: reading, spelling, and writing. The literacy portfolio should be an on-going activity during the quarter and include three pre-reflections and three post-reflections. Each area will include handouts and notes provided by the Instructor and mini-lesson plans on a research-based instructional strategy provided by the Students. You may also include information in each area that you collect, but this is optional. There needs to be a pre-reflection on what you know regarding reading, spelling, and writing as it relates to children with mild/moderate disabilities. These should be written early-on in the course. The pre-reflection should not be more than 2 pages, word-processed. At the end of the course, your post-reflection should be written on what you have learned regarding reading, spelling, and writing as it relates to children with mild/moderate disabilities. The post-reflection should not be more than 4 pages, word-processed. Total points: 150

The pre-reflections will be due the second-week of class, April 20, 2000. The portfolio and post-reflections will be due at the end of the course, June 8, 2000 or earlier. We will return your literacy portfolios during the summer.

Each literacy portfolio will consist of the following:

*portfolio holder (can be file or binder) and any form of creative expression you decide to use...

*table of contents-organization pre-determined and follows:

- i. Reading-Pre and Post Reflection
- ii. Reading Mini-Lesson Plans or DI lesson plans
- iii. Spelling-Pre and Post Reflection
- iv. Spelling Mini-Lesson Plans or DI lesson plans
- v. Writing-Pre and Post Reflection

3. Language Arts Research-Based Strategy Mini-Lesson Plan: For 440R students-Groups of students will develop a mini-lesson plan highlighting a research-based instructional strategy in the area of reading, spelling, or writing. The specific written format of the mini-lesson plan will be provided by the Instructor. The instructional strategy chosen by the group must be research based; therefore citation(s) related to the strategy must be included in the mini-lesson. Each group will creatively present their strategy in class and provide their classmates with a copy of the mini-lesson for their literacy portfolio. Your group may decide to do a "make & take," or a demonstration of the strategy or a description of the strategy. (Students may gather information from *Literature-based reading activities*, (1996) in the areas of Before, During, and After reading activities.) Students are responsible for acquiring any materials/equipment necessary for the lesson.

The written mini-lesson plans will be due by the dates which will be discussed in class. Each group will present their lesson to the class. Please make a copy of your mini-lesson plan for your classmates. The presentation should be limited to no more than 30 minutes. The written mini-lesson plan is worth 25 points towards your grade with the group presentation worth 50 points towards your grade, for a total of 75 points.

4. Language Arts Direct Instructional Lesson Plan & Reflection: For 640R students-Each graduate student will develop a direct instructional language arts lesson plan in the area of reading, spelling, or writing. The specific written lesson plan format and reflection format will be provided by the Instructor. The **teaching** methods and/or strategies you describe in INPUT should be supported by research and citations should be included at the end of your lesson plan. Each student will creatively present their language arts lesson plan to the class and provide their classmates with a copy of the lesson plan for their literacy portfolio. Students are responsible for acquiring any materials/equipment necessary for the lesson presentation.

The presentation should be limited to no more than 30 minutes. The written lesson plan & reflection is worth 50 points towards your grade (25 points for the written lesson plan & 25 points for the reflection) with the presentation worth 50 points towards your grade, for a total of 100 points.

VII. Evaluation of Students:

Grading will be based on the following for 440R students:

1. Language Arts		
Mini-Lesson Plan	25/written format	75
Group Presentation	50/presentation	
2. Literacy Portfolio -Total-		150
Three Pre-Reflections @		75
Three Post-Reflections @		75
Total possible points:		225

Grading will be based on the following for 640R students:

1. Language Arts Lesson Plan (written)	25
Language Arts Lesson Plan Reflection (written)	25
Language Arts Lesson Plan Presentation	50
-Total points-	100
2. Literacy Portfolio -Total-	150
Total possible points:	250

VIII. Grade Determination:

Final grades will be based on the following percentages:

A = 91 = 100%

B=81 = 90%

C = 71 = 80%

D=61= 70%

F = below 61

Incompletes will not be considered. Failure to complete the course requirements will result in a lower grade.

IX. Tentative Schedule

April 6	Instructor presenting at the Conference on Exceptional Children, Vancouver B.C., Canada-1:00 p.m. Note: Class time will be evenly distributed for make-up
April 13	Characteristics of students who experience reading, spelling, and writing difficulties... and thirty years of research ... scientifically-based assertions. Reading: Part I-Chapter 2
April 20	Emergent Literacy and Stages of Reading Development: Components of reading acquisition: phonemic awareness, decoding (phonics, word and letter identification, structural and contextual analysis), comprehension, and fluency. Reading: Part 1-Chapter 4-Three Pre-Reflections due!
April 27	Word Recognition and Identification Strategies & Assessment: Teaching word recognition, including configuration, contextual analysis, sight words, phonic analysis, syllabication, structural analysis, dictionary analysis skills. Whole Language-Reading: Part III-Chapter 8
May 4	Comprehension Strategies & Assessment: Teaching comprehension, including vocabulary development, multiple meanings of words, literal comprehension, inferential comprehension, evaluation or critical reading and appreciation. Reading: Part III-Chapter 7-Begin mini-lesson and lesson plan presentations for the next 6/7 classes.
May 11	Spelling: Stages of spelling development & Assessment: What we must know about children with spelling difficulties and ways to help them. Reading: Part IV-Chapter 12
May 18	Writing: Rubrics & Checklists to assess reading and writing: Organizing the writing workshop. Reading: Part IV-Chapter 9
May 25	Grammar, Punctuation, and Handwriting: How can we help children with difficulties in the area of writing mechanics? Reading: Part IV-Chapter 11
June 1	Language Across the Curriculum: Thematic teaching and tools for using language across the curriculum. Reading: Part V-Chapter 14

June 8

Language and Cultural Diversity: First and Second Language Literacy: From Research to Practice: Voices from the Pacific Islands: This video will help expand understanding of research-based strategies for teaching reading to English language learners in linguistically diverse settings.

Reading: Part I-Chapter 3

Completed portfolios: Three pre-reflections (already reviewed) and three post-reflections are due!