

**MURRAY STATE UNIVERSITY****DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION****COURSE PREFIX: REA****COURSE NUMBER: 624****CREDIT HOURS: 3****I. TITLE:** Kentucky Reading Project**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

This yearlong professional development initiative increases students' ability to design standards-based literacy activities, implement a balanced literacy approach, and encourage family involvement in literacy. Students participate in a two-week summer institute and four follow-up sessions during the academic year. They present their literacy action projects at a statewide share fair in the spring.

**Prerequisite:** Permission of instructor.

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS), the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium standards (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to:

- A. demonstrate an understanding of current theory and research in the areas of learning theory, language acquisition, literacy learning, reading theories, emergent literacy, writing, phonics, and phonemic awareness, family literacy, and literacy assessment (KTS 1,3/ ILA 1/InTASC 1,4);
- B. demonstrate an understanding of an apprenticeship approach to literacy teaching and learning, including techniques for scaffolding student learning and responding to readers and writers (KTS 2, 4/ILA 6/InTASC 1,9);
- C. demonstrate and apply appropriate techniques for teaching reading and writing, including shared reading, interactive writing, guided reading, and new techniques for teaching phonics including work with onsets and rimes (KTS 2, 4/ILA 1,2/InTASC 5,8);
- D. develop and implement Literacy Action Plans for their classrooms (KTS 1-10/ ILA1,3,4,5 /InTASC 9,10);
- E. Use assessment information to plan and evaluate instruction to help students meet the Common Core Standards (KTS 5; ILA 3.3; InTASC 6).
- F. reflect on new ideas and on their application in the classroom (KTS 7/ILA 1,5/InTASC 9);
- G. apply miscue analysis and a variety of other literacy assessments in their classrooms (KTS 5/ILA 2,3/InTASC 6);

- H. identify areas of interest and pursue independent readings on self-selected literacy topics (KTS 9/ILA 2,6/InTASC 4,10);
- I. identify a plan for continued professional development and leadership (KTS 9, 10/ILA 4,6/InTASC 9,10); and
- J. incorporate current and appropriate uses of technology to implement a balanced approach to literacy instruction (KTS 2, 4, 6/ILA 2/InTASC 8).

The COE theme of Teacher Leader as Reflective Decision-Maker is addressed in this course by requiring teachers to reflect upon learners' strengths and weaknesses so they can design and implement effective literacy instruction to address students' needs. Students consider the EPSB themes of Diversity and Assessment as they design and implement a literacy action plan that addresses the needs of diverse students to improve literacy.

The disposition of Teacher Leader as an *advocate* is addressed in this course by designing a literacy action plan that puts student developmental and instructional needs first. The disposition of *adult development* is addressed as teachers consider current levels of knowledge and reflect on the knowledge they need to better address the literacy needs of their diverse student population. The dispositions of *dialogue/communication* and *collaboration* are addressed as teachers participate in group activities and work cooperatively to design and share innovative ways to meet student needs. Furthermore, participants explore strategies for school change as they create school climates that will support improved student literacy.

#### IV. **CONTENT OUTLINE:**

The participants of the **Kentucky Reading Project** will focus on a comprehensive literacy approach by studying and reflecting upon eight key concepts:

- A. Theory and research
- B. Phonemic awareness, phonics, word recognition and vocabulary
- C. Comprehension strategies
- D. Reading and writing across the curriculum
- E. Differentiated design and management of literacy instruction aligned to the Kentucky Core Academic Standards
- F. Assessment to inform instruction
- G. Equity and diversity
- H. Family engagement

#### V. **INSTRUCTIONAL ACTIVITIES:**

- A. Acquisition/Integration of Knowledge: readings, lecture, discussion, demonstration of teaching strategies
- B. Integration: small group discussion, writing activities
- C. Integration/Refinement/Application: designing literacy plans
- D. Application: implementation of literacy plan
- E. Reflection: reflections on teaching, writing activities, and literacy plan

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** None. No field or clinical experiences are required during the two-week period of class. However, students are expected to implement their Literacy Action Plans in their classrooms, to continue their professional development, and to reflect on their own teaching and learning throughout the next school year.

**VII. TEXT(S) AND RESOURCES:**

- A. Allen, J. (2004). *Tools for teaching content literacy*. Portland, MN: Stenhouse Publishers.
- B. Cunningham, P.M. (2012). *Phonics they use: words for reading and writing 6<sup>th</sup> ed.*. Boston, MA: Pearson Education Inc.
- C. Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Portland, MN: Stenhouse Publishers.
- D. Hesse, K. (1997). *Out of the dust*. New York: Scholastic, Inc.
- E. Miller, D. (2013). *Reading with meaning: Teaching comprehension in the primary grades*, 2<sup>nd</sup> ed., Portland, ME: Stenhouse Publishers.
- F. Overturf, B., Montgomery, L.H. & Smith, M. H. (2013) *Word nerds: Teaching all students to learn and love vocabulary*. USA: Stenhouse Publishers.
- G. Pike, K. & Mumper, G. J. (2003). *Making non-fiction and other informational texts come alive: A practice approach to reading, writing, and using non-fiction and other informational texts across the curriculum*. Boston, MA: Pearson Education.

**VIII. EVALUATION AND GRADING PROCEDURES:**

Students will participate in a series of tasks which include response journals, writing assignments, teaching demonstrations, discussions, plus cooperative and collaborative group activities. Students will create and implement a Literacy Action Plan, reflect upon the plan's results and effectiveness, and share the plan at the statewide KRP Share Fair. Grades will be awarded for performance on these activities.

Assignments:

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|--|---------|
| A. Participation in All Class Activities | 25 pts. |
| B. Needs Assessment, LAP Reflections     | 30 pts. |
| C. Final Literacy Action Plan Reflection | 30 pts. |
| D. Share Fair Presentation               | 15 pts. |

Grades will be awarded for performance on these activities in accordance with the scale below. Students' timely submission of assignments and exhibition of COE dispositions (inclusive, responsibility, enthusiasm, caring, confidence, and ethical behavior) will also be considered when calculating the final grade.

Percent	Final Grade
93-100%	A
85-92 %	B

77-84 %	C
69-76 %	D
0-68 %	E

#### IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*. Students are expected to attend all class sessions during the two-week Summer Institute and the four follow-up sessions. They will also participate in an on-site observation experience. More than one absence may result in the lowering of the final grade. Upon successful completion of the Summer Institute, follow-up sessions, and course requirements, participants will receive three hours of graduate credit, an attendance-related stipend, and a KRP certificate of completion. If a participant chooses to withdraw from the course or does not complete the course requirements, all books and materials must be returned.

#### X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

##### Violations of Academic Honesty include:

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).

- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).