

Murray State University
COMMON SYLLABUS

DEPARTMENT: Early Childhood and Elementary Education
COURSE NUMBER: REA 623

CREDIT HOURS: 3

I. Course Title: Enrichment in Reading

II. CATALOG DESCRIPTION: This course is designed to help teachers and reading specialists assess the word knowledge of students and to make informed decisions regarding instruction based on that assessment. This course will provide hands-on opportunities to make conceptually based word study lessons to meet developmental needs in phonics, spelling, and vocabulary.

III. PURPOSE: The purpose of REA 623 is to provide teachers with an understanding of English orthography and the way in which children develop as readers and spellers. Participants will learn about the stages of literacy development as exemplified by children's writing. Participants will learn how to assess and group students based on their levels of phonics/spelling/vocabulary development and have opportunities for practical applications in their classrooms.

IV. COURSE OBJECTIVES: Following each objective are numbers that reference the Kentucky Experienced Teachers Standards and the International Reading Association Standards for Reading Professionals Revised (2003). As a result of participation in this course, students will be able to:

- A. Understand the theoretical perspectives of word knowledge and its relationship to reading/literacy development (ETS 2, IRA 1.1, 1.4).
- B. Identify research that supports developmental phonics/spelling theory. (ETS 2, IRA 1.2).
- C. Demonstrate skill in administering and analyzing a qualitative spelling inventory (ETS 6, IRA 3.1, 3.2)
- D. Identify and describe characteristics of how children read, write, and spell along a developmental continuum (ETS 2, IRA 3.2).
 - a. The Emergent Stage
 - b. The Letter Name Stage
 - c. The Within Word Pattern Stage
 - d. The Syllables and Affixes Stage
 - e. The Derivational Relations Stage
- E. Assess and analyze spelling/writing samples from children at various developmental stages (ETS 6, IRA 3.1, 3.2).
- F. Reflect on the results of assessments and implemented word study instruction to plan future instruction (ETS 7, IRA 3.3).
- G. Analyze a sample case study at each stage (ETS 5, IRA 2.1, 2.3, 3.2, 4.2).
- H. Design appropriate sorts and develop instructional plans based on children's spelling and other assessments (ETS 1, 9, IRA 5.1, 5.2, 5.3)
- I. Analyze a sample class, group students; develop a plan for classroom management and instruction. (ETS 5, IRA 2.1, 2.3, 3.2, 4.2).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on practicum experiences, by students responding to Discussion Board prompts, and by students analyzing a Qualitative Spelling Inventory and organizing class groupings and instruction. The COE emphasis on constructivism is addressed when discussing work knowledge development through

active involvement in authentic learning experiences. The COE student dispositions are formally assessed during evaluation of students' practicum experiences.

The theme of Literacy/Reading is stressed throughout every course activity as students learn how to facilitate elementary children's word knowledge development. The theme of Assessment is explored through identifying, using, and creating multiple methods of assessing and addressing children's word knowledge efforts. The themes of Diversity and Closing the Achievement Gap are addressed through lesson planning which includes grouping based on assessed needs.

V. Content Outline:

- A. The Role of Word Study in literacy development
- B. Stages of Literacy Development
- C. Emergent Spellers
- D. Letter Name Spellers(Part 1)
- E. Letter Name Spellers Part 2
- F. Within Word Pattern Spellers
- G. Within Word Pattern Spellers
- H. Syllables and Affixes Spellers
- I. Derivational Relations Spellers
- J. Organizing and Managing Word Study in the Classroom

VI. Instructional Activities: The course will consist of lectures, examinations of children's written productions, hands-on word study activities, readings, and video-cases.

VII. Field, Clinical, and/or Laboratory Experiences: None

VIII. Resources: A large number of texts about word study (phonics, spelling, vocabulary), as well as journals such as *The Reading Teacher* and *Language Arts*, are available at Waterfield Library. In addition, a number of readings will be made available online, and many more are available via electronic databases available through Waterfield library. All students are expected to use these resources.

IX. Grading Procedure:

Class Participation	30%
Letter Name Case Study	5%
Within Word Case Study	5%
Integrated Lesson for Syllables & Affixes	10%
Class Case Study	15%
(Assessment, grouping, letter to parents and one week schedule)	
Midterm Exam (closed book, no notes)	17%
Final Exam (closed book, no notes)	<u>18%</u>
Total	100%

Participation Points Distribution

The following information is a chart that shows the distribution of your participation points. Please familiarize yourself with it. There is further information below the chart with expanded explanation.

	2 posts per week or stage are due as noted in the Discussion Forum.		Points for specifically assigned activities	Descriptions of specifically assigned activities	Total Participation Points
	Articles	1 follow-up on a different day			
Orientation	1	1 Follow-up due no separate points awarded	1	Poem, Academic Honesty Policy, & Homepage	
Role of Word St.	0	1	0		
Stages	0	1	2	Stages Chart	
Emergent	1	1	1	5 Components	
Letter Name - 1	1	1	1	Analysis of LN Speller	
Letter Name - 2	1	1	1	Book List	
Within Word - 1	1	1	1	Analysis of WW Speller	
Within Word - 2	1	1	0		
Syllables and Affixes - 1	1	1	2	Vocabulary Exercise	
Syllables and	1	1	0		

Affixes - 2					
Derivational Relations	1	1	0		
Organization	1	1	0		
Total	10	11	9		30

Grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69= D; 59 and below=E

X. Attendance Policy: This course adheres to the policy published in the current *MSU Graduate Bulletin*. **Incompletes:** This course adheres to the policy published in the *MSU Graduate Bulletin*.

XI. Academic Honesty Policy: This course adheres to the academic honesty policy found in the current *MSU Graduate Bulletin*.

XII. Texts and References:

Required:

Bear, D. Invernizzi, M, Templeton, S., & Johnston, F. (2000). Words their way: Word study for phonics, spelling and vocabulary instruction. Columbus OH: Merrill/Prentice Hall.

Beck, I., McKeown, M., & Kucan, L. (2002) Bringing Words to Life: Robust Vocabulary Instruction. NY: Guilford Press

Ganske, K. (2000). Word journeys: Assessment- guided phonics, spelling, and vocabulary instruction. New York: The Guilford Press.

Required Videos:

Words Their Way Instructional Video (Packaged with the Words Their Way Text)

Word Study Class Video and Video Guide (This will be sent to you after you finalize registration.)

Recommended:

Bear, D. & Templeton, S. (1992). Development of Orthographic Knowledge & the Foundations of Literacy. Hillsdale NJ: Lawrence Erlbaum Assoc.

Bryson, Bill (1990). The Mother Tongue: English & How It Got That Way. NY: Avon press.

Ericson, L. & Juliebo, M.F. (1998). The Phonological Awareness Handbook for Kindergarten & Primary Teachers. Newark: IRA Press.

Henderson, E.H. (1990). Teaching Spelling. Boston: Houghton Mifflin.

McKeown, M.G. & Curtis, M.E. (1987). The Nature and Acquisition of Vocabulary Acquisition. Lawrence Erlbaum Associates, Inc.

Nagy, W. (1998). Teaching Vocabulary to Improve Reading Comprehension. NCTE and IRA publications. ERIC Clearinghouse on Reading and Communication Skills.

Strickland, D.D. (1998). *Teaching Phonics Today: A Primer for Educators*. Newark: IRA Press. Scragg, D. (1974). *A History of English Spelling*. NY: Barnes & noble Books.

Venezky, R.L. (1999). *The American Way of Spelling: The Structure & Origin of American Orthography*. NY: Guilford Press.

Assigned Articles You are required to read a minimum of ten articles.

Article Bibliography

1. Bear, D. & Helman, L. (2004). Word Study for vocabulary development in the early stages of literacy learning. In Baumann, J. & Kame'enui, E.J. (2004). *Vocabulary Instruction: Research to Practice*. New York: Guilford Press.
2. Bear, D. R. (1991). "Learning to fasten the seat of my union suit without looking around": The synchrony of literacy development. *Theory Into Practice*, 30(3), 149-157.
3. Bear, D.R., Templeton, S., Helman, L., & Baren, T. (2003). Orthographic development and learning to read in different languages. In G. Garcia (Eds.) *English learners: Reaching the highest level of English literacy*. (pp. 71-95). Newark: DE: International Reading Association.
4. Cantrell, R.J. (2001). Exploring the relationship between dialect and spelling for specific vocalic features in Appalachian first-grade children. *Linguistics and Education*, 12, 1-23.
5. Henry, M.K. (1989). Children's word structure knowledge: Implications for decoding and spelling instruction. *Reading and Writing*, 1, 135-152.
6. Invernizzi, M., & Hayes, L. (2004). Developmental-spelling research: A systematic imperative. *Reading Research Quarterly*, 39, 2-15.
7. Invernizzi, M., Abouzeid, M. & Bloodgood, J. (1997). Integrated Word Study: Spelling, Grammar & Meaning in the Language Arts Classroom. *Language Arts*, 74, 3, 185-192.
8. Johnston, F. (1998). The reader, the text, and the task: Learning words in first grade. *The Reading Teacher*, 51, (8), 666-675.
9. Johnston, F. (Sept. 1999). The timing and teaching of word families. *The Reading Teacher*, 3(1), 64-75.
10. Johnston, F. (2001). Spelling exceptions: Problems or possibilities? *Reading Teacher*, 54, 4, 372-378.
11. Joseph, L. M. (2000). Developing first graders' phonemic awareness, word identification, and spelling: A comparison of two contemporary phonics instructional approaches. *Reading Research & Instruction*, 39 (2), 160-169.
12. Morris, D., Bloodgood, J.W., Lomax, R.G., Perney, J. (2003). Developmental steps in learning to read: A longitudinal study in kindergarten and first grade. *Reading Research*

Quarterly, 38, 302-328.

13. Morris, D., Blanton, L., Blanton, W.E., & Perney, J. (1995). Spelling instruction and achievement in 6 classrooms. *Elementary School Journal*, 92, 145-162.
14. Morris, D., Blanton, L., Blanton, W.E., Nowacek, J., & Perney, J. (1995). Teaching low-achieving spellers at their “instructional-level.” *Elementary School Journal*, 96, 163-177.
15. Templeton, S. (2004). The vocabulary-spelling connection: Orthographic development and morphological knowledge at the Intermediate grades and beyond.. In Baumann, J. & Kame’enui, E.J. Eds. (2004). *Vocabulary Instruction: Research to Practice*. New York: Guilford Press.
16. Templeton, S. & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.
17. Worthy, J., & Invernizzi, M. (1989). Spelling errors of normal and disabled students on achievement levels one through four: Instructional implications. *Bulletin of the Orton Society*, 40, 138-149.
18. Yopp, H.K. and Yopp, R.H. (2000). Supporting Phonemic Awareness development in the classroom. *The Reading Teacher*, 54, 130-143.
19. Yopp, H.K. and Yopp, R.H. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher*, 49(1), 20-29.
20. Zutell, J. (1998). Word sorting: A developmental spelling approach to word study for delayed readers. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 14, 219-238.

XIII. PREREQUISITES: None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.