

TLL 1208/2208
Reading/Writing Methods 1: Pre-K- Grade 1

Course instructor: **Michelle Sobolak, Ph.D.**
Class: **Tuesdays & Thursdays 2:30-3:45, Posvar 5601**
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School of Education Mission/Vision Statement

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

Course Description

This course is intended for teacher candidates who are pursuing PreK-4 certification. It is the first in a two-course sequence that focuses on classroom teaching methods for literacy. It is also part of a set of courses that focuses on classroom teaching methods for literacy. It is also part of a set of courses that focus on literacy development and instruction. Other courses in the set include Reading/Writing Methods 2: Grades 2-4, Language and Literature for the Young Child, and Literacy Assessment and Instruction for Children with Disabilities in Inclusive Settings.

Teacher candidates in Reading/Writing Methods 1 will have opportunities to build their knowledge about specific aspects of literacy, including: (a) oral language development, (b) emergent literacy, (c) concepts about print, (d) comprehension, and (e) writing. In addition, candidates will learn about specific instructional approaches and resources for supporting students in developing those aspects of literacy in PreK-Grade 1.

Course Goals

- To begin building an understanding of literacy, how children develop as readers and writers, and how to support that development
- To begin learning about ways to assess students' understanding and use of literacy and to provide instruction related to what they need to learn
- To begin learning about instructional strategies related to decoding, phonics, and spelling

- To begin learning about ways to select and teach vocabulary
- To begin learning about ways to engage students in comprehending text ideas during read aloud sessions and independent reading
- To begin learning about ways to engage students in writing to express their ideas as well as to learn about the print code
- To develop thoughtful and motivating assignments and rubrics, including weekly lesson plans for before, during and after reading selections from basal reading programs
- To become familiar with the Pennsylvania Department of Education Early Childhood Learning Continuum Indicators
- To become familiar with the kinds of teacher and student resources used to teach literacy
- To become aware of professional resources and organizations that support and inspire teachers of literacy

Required Course Texts

Beck, I, & Beck, M. E. (2013). *Making sense of phonics: The hows and the whys.* (2nd ed.) New York, NY: Guildford Press.

Tompkins, G. E. (2020). *Literacy in the early grades: A successful start for PreK-4 readers and writers.* (5th ed.) Boston, MA: Pearson.

Articles (will be provided electronically on Canvas)

Pennsylvania Department of Education and Pennsylvania Association of Intermediate Units: *Early Childhood Learning Continuum Indicators* are available at:

<https://www.pakeys.org/wp-content/uploads/2017/11/Continuum.pdf>

The PA Common Core Standards are available at:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%20PreK-5%20March%202014.pdf>

Course Requirements

This course is an opportunity for you to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities. Final grades **will be** lowered because of absences and lack of participation and collaboration. Each absence will result in a 5-point loss to the final grade. Arriving to class late and leaving early will count as absences.

Academic honesty and integrity are expected of all students. Any work that you or your team submits must be your own work. Any ideas, information, approaches, or formats that you use based on the work of others must be acknowledged by citing the appropriate sources in APA (6th ed.) style.

Course assignments are due on the date indicated. It is the expectation that all assignments will be submitted on time regardless of class attendance. Late assignments will result in a 10% loss of points for each day late (weekends included). Late assignments will not be accepted after three days past the due date and the assignment will be scored zero. However, it is still required that all assignments are completed in order to pass the class.

Please be respectful of the course instructor and classmates during class by refraining from using electronic devices. Please either turn your cell phone off or to silent mode. If you need to take a call or communicate via your cell phone, please step outside of class. **Text messaging and use of social networking during class is not permitted and students not following this directive will be asked to leave class.**

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Food/Housing Insecurity

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with me if you need support in

contacting the right people/offices:

Pitt Pantry (Food Pantry available to the wider University community)

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Off-Campus Housing Office: <http://www.ocl.pitt.edu/>

Civility Commitment

As future teachers, we will operate from a standpoint that everyone believes that all students deserve a quality education in a safe setting. The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount. When you are uncomfortable with an idea, it is your right to speak up about that. As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas. Carefully consider your language choices to ensure that all learners feel safe and valued. If at any time, you are uncomfortable please feel free to speak out and/or speak to me privately.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

DIL Departmental Grievance Procedures: The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of TLL
4. If needed, the student should next talk to the SOE associate dean of students.
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative.

Pennsylvania requires students to take the PECT (Pennsylvania Educator Certification Tests) to become certified. There are three modules to this test. Module 2 deals with language and literacy and social studies. **The reading faculty strongly suggest that you plan to take PECT module 2 immediately after the completion of two reading methods courses. At this time, you will have had both literacy courses and the social studies course, which are needed for module 2.**

Additional information about the PECT test can be found at: www.pa.nesinc.com/

I strongly suggest you familiarize yourself with the modules, objectives and practice test. The PECT tests are comprehensive exams that will ask that you draw upon content knowledge, pedagogy and age appropriate teaching practices and content. Therefore, it is important to be aware of these tests early and prepare throughout your coursework.

Major Course Assignments/Assessments

Assignment/Assessment	Competencies addressed
<p>Midterm Exam 30 points The Midterm Exam will include both open ended and multiple choice questions that assess students’ understanding of early literacy skills and development.</p> <p>The exam will also assess candidates’ knowledge of terms and concepts related to emergent literacy, language development, phonological processing, and phonics, as well as pedagogical approaches for supporting students in developing those skills.</p>	I.B.2 a-c
<p>Assessment Project 30 points Teacher candidates analyze a battery of early literacy assessments and prepare a report to describe the kindergarten student’s strengths and weaknesses related to phonemic awareness, concepts of print, decoding, and spelling.</p>	I.B.1; III.B.; V.C.; V.S.
<p>Phonological Awareness Lesson Plan Simulation 5pts. Teacher candidates will participate in an online simulation to support lesson plan writing.</p>	I.A.1 b-e, h; I.B.1; I.B.2 a-c ; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.
<p>Phonological Awareness Lesson Plans 35 pts. Teacher candidates will develop two phonological awareness lessons to use with students in Pre-K or Kindergarten. The enacted lesson plan will include a reflection.</p>	I.A.1 b-e, h; I.B.1; I.B.2 a-c ; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.
<p>Phonics Lesson Plan 30 pts. Teacher candidates will develop a set of three phonics lesson plans that introduces one letter or a team of letters and the corresponding sound for students in Kindergarten and two follow-up lessons that review the letter(s) and sound. These lessons will follow the suggestions in Beck’s book. Students will work in groups of 4 on this assignment.</p>	I.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.

<p>Word Building Lesson Plan 15 pts. Teacher candidates will develop a word building lesson plan including all relevant parts, including text. Student will work in groups to videotape word building lessons taught to classmates.</p>	<p>I.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.</p>
<p>Read Aloud Discussion Plan 20 pts. Teacher candidates will develop a discussion plan for a read aloud book and select vocabulary from the book to teach. There is an option to work with a partner on this assignment.</p>	<p>I.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.3 a-k; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.</p>
<p>Differentiation Assignment 5 pts. Teacher candidates will modify a literacy lesson plan to differentiate for various learning needs. This assignment is completed in class and in small groups.</p>	<p>I.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.4 a-h; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.</p>
<p>Video Viewing Guide 20pts. Teacher candidates will watch a documentary called, “A Tale of Two Schools” and answer guiding questions about the video.</p>	<p>I.B.1; IV.B.2</p>
<p>Current Events 5 pts. You will present a current event to the class. The event should have some relationship to education or could impact education. Be prepared to share the news article/issue with each member of the group, present the relationship to education and ask 1-2 discussion questions. Current event should be posted two days before you present.</p>	

Grading scale:

94-100% = A

90-93 = A-

87-89% = B+

83-86%= B

80-82% = B-

74-79% = C

69-73% = D

Weekly Course Schedule

Subject to change

Class session	Activities/Topics	Assignments for the <u>next</u> class meeting
Aug. 30	Getting to know you and getting to know the course Review syllabus/assignments	
Sept. 1	History of Reading Instruction and equity in reading education Visit the Early Childhood Continuum Indicators and Common Core Standards	<ul style="list-style-type: none">● Read Tompkins Ch. 1-2● Tompkins: Choral reading p. 349;● Thompkins: Language experience approach p.356
Sept. 6	Becoming an Effective Reading Teacher Children's Literacy Development: oral language, interest in reading and writing and emergent to beginning reading and writing	Lesson planning simulation presented

Sept. 8	Literacy Theories	<ul style="list-style-type: none"> ● Read Tompkins Ch. 4 (pp. 93-108) ● Read Phillips, B., Clancy-Menchetti, J., & Lonigan, C. article: Successful phonological awareness instruction with preschool children: Lessons from the classroom
Sept. 13	Phonological and Phonemic Awareness Lesson Planning Introduction of lesson planning/format	
Sept. 15	Phonological and Phonemic awareness Lesson simulation due	Phonological awareness lesson #1 presented <ul style="list-style-type: none"> ● Muhammad, Intro & Chapter 1 (on Canvas)
Sept. 20	Phonemic and phonological awareness Lesson planning	
Sept. 22	Phonemic and phonological awareness (wrap-up) Phonological awareness lesson #1 due	<ul style="list-style-type: none"> ● Read Tompkins Ch. 4 (remainder) ● Read Beck pp. 14-69
Sept. 27	Cracking the Code: Phonics -Teaching the alphabet/alphabetic principle	Phonics lesson presented <ul style="list-style-type: none"> ● Read Beck pp. 70-89 ● Tompkins ch. 5

	-Letter/sound relationships	
Sept. 29	Word Building Learning to spell	
Oct. 4	Word Building (cont.)	Prepare for mid-term Introduce word building lesson
Oct. 6	Word Building Phonics lesson due	Phonological awareness lesson # 2 presented
Oct. 11	Midterm No current event	<ul style="list-style-type: none"> • Tompkins: Word sorts p. 375 • Read Vines, N., Jordan, J., & Broemmel, A. article: Reinvisioning Spelling Instruction
Oct. 13	Spelling and word sorting	<ul style="list-style-type: none"> • Tompkins ch. 3 (pp. 64-84) • Tompkins: running records p. 367
Oct. 18	Spelling and word sorting (wrap-up) Assessment of early learners (intro.) Word Building lesson plan and video due	Assessment project presented
Oct. 20	Assessment of early learners' students (wrap-up) Assessment Practice	

Oct. 25	<p>Assessment practice (cont.)</p> <p>Phonological awareness lesson #2 and implementation reflection due</p>	<p>Review assessment project</p> <ul style="list-style-type: none"> • Tompkins ch. 8
Oct. 27	<p>Assessment practice (cont.)</p>	<ul style="list-style-type: none"> • Thompkins ch. 9
Nov. 1	<p>Comprehension: reader factors and text factors</p>	
Nov. 3	<p>Comprehension: Text factors</p> <p>*ONLINE CLASS*</p>	<ul style="list-style-type: none"> • Tompkins ch. 7 • Read Beck & McKeown article
Nov. 8	<p>Text Talk: Read aloud as context for comprehension and vocabulary instruction</p> <p>Assessment project due</p>	<p>Text talk/discussion plan presented</p>
Nov. 10	<p>Text talk (wrap up)</p>	<ul style="list-style-type: none"> • Read Differentiating Instruction Chs. 1-2 (on Canvas)
Nov. 15	<p>Differentiating literacy instruction: in action</p> <p>** have your phonological</p>	<ul style="list-style-type: none"> • Read Tompkins ch. 10 (pp. 258-272) • Tompkins: mini-lessons pg. 360 • Writing for Diverse Learners Chapter (on Canvas)

	<p>awareness lesson #2 for class**</p> <p>Discussion plan due</p>	
Nov. 17	<p>Differentiation (cont.) in actions</p> <p>Differentiation assignment Due</p>	<ul style="list-style-type: none"> ● Read Hall, A. H. article: Sustaining Preschoolers' Engagement During Interactive Writing Lessons ● Read Tompkins ch. 11 (pp. 291-303 and p.315 Interactive writing) <p>Individual or small group differentiation assignment completed in class</p>
Nov. 29	<p>Interactive writing</p> <ul style="list-style-type: none"> ● How does early writing relate to emergent reading? ● How does differentiation take place? 	<ul style="list-style-type: none"> ● Tompkins Ch. 10 (pp. 274-288) ● What Works Clearinghouse discussion of Reading Mastery and consider how much research there is or isn't to support this program: <p>http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=417</p>
Dec. 1	Writing: Continued	Watch- "A Tale of Two Schools" and initially answer discussion questions
Dec. 6	"A Tale of Two Schools" Discussion	
Dec. 8	<p>Wrap Up</p> <p>Video viewing assignment due</p>	