

Core Knowledge Teaching Beginning Reading Syllabus

COURSE GOALS: This course is designed to acquaint prospective teachers with research findings on reading development, reading difficulty, and principles of effective reading instruction. In addition students will acquire basic working knowledge of the speech sound system of English, the alphabetic writing system of English, the historical layers of English vocabulary, and the basic organizing structures in text.

Teachers must be able to identify and manipulate the English language structures they will be teaching to students. Language study in this course will include speech sounds (phonemes), syllables, meaningful parts of words (morphemes), and how these linguistic units are represented in print. Teachers will assess students and identify their instructional needs in the areas of decoding, spelling, reading fluency, and reading comprehension.

Participants will:

- a) complete exercises requiring analysis of language at the phoneme, syllable, grapheme, and morpheme levels to better understand common student confusions;
- b) identify the rule-based correspondences between speech and print to better define concepts and choose examples while teaching;
- c) assess and analyze students' spelling, writing, and reading from a developmental model of orthographic learning;
- d) teach lesson components in phoneme awareness, decoding, reading comprehension, and spelling;
- e) and evaluate reading instruction of their own and of their colleagues in role-playing situations, live observation, and on video in order to improve their own effectiveness with students.

The course is designed for a 13-week semester, with three class meetings per week. In some cases several readings are listed for each class period, with the understanding that individual instructors may wish to choose among these readings and tailor the syllabus to their own audience and needs.

It is suggested that students purchase the following books:

Moats, L.C. (2000) Speech to Print: Language Essentials for Teachers. Baltimore, MD: Paul Brookes Publishing. (More material than can be covered in a single semester. Useful for teachers who have time to delve into language structure in addition to learning basic teaching techniques.)

Sacramento County Office of Education (1999). Read All About It: Readings to Inform the Profession. (This is compilation of articles on each major component of reading

instruction, assembled to explain the rationale behind the provisions of the California Reading Initiative.)

In addition, instructors may wish to place many of the books discussed in the pages that follow on reserve. The following three titles may also be of use:

American Federation of Teachers (1998). American Educator, Volume 22, Spring/Summer issue: The Power of Reading. (Many but not all of the essays from this issue are in Read All About It.)

Blachman, B. (ed.), (1997). Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention. Mahwah, NJ: Lawrence Erlbaum. (A useful scholarly resource; could be put on reserve for students to use in their independent research.)

Brody, S. (2001). Language, Letters, and Thought. Milford, NH: LARC Publishing. (This is an excellent textbook that has just been revised. If the instructor wants a good basic text on teaching reading that is based on Chall's development stages, this one can't be beat. The book can be ordered directly from LARC [www.LARCPublishing.com].)

Finally, instructors may wish to examine Language Essentials for Teachers of Reading and Spelling (LETRS), a program being developed by Sopris West in conjunction with the author of this syllabus (Dr. Louisa Moats). LETRS is a modular program for teachers, based on the latest scientific findings concerning reading instruction. Its twelve modules explain the language structures teachers will be teaching, the ways in which students learn, the reasons why some children fail to learn, and the instructional strategies best supported by research. LETRS was a work in progress as this syllabus went to print, but the first six modules are scheduled to appear in June of 2002, and the remaining six by January 1, 2003. For more information, contact Keri Stafford, LETRS Program Specialist, Sopris West Educational Services, 4093 Specialty Place, Longmont, CO 80504. Phone: 1-800-547-6747, ext. 232. Fax: 303-776-5934. E-mail: keris@sopriswest.com

This syllabus was created by Louisa Moats, Ed.D., author of Speech to Print: Language Essentials for Teachers, and (with Susan Hall) Straight Talk About Reading, as part of What Elementary Teachers Need to Know, a teacher education initiative developed by the Core Knowledge Foundation. Although the syllabus is copyrighted by the foundation, and may not be marketed by third parties, anyone who wishes to use, reproduce, or adapt it for educational purposes is welcome to do so. However, we do ask individuals using this syllabus to notify us so we can assess the distribution and spread of the syllabi and serve as a repository of information about how they may be improved and more effectively used. Please contact us at <http://coreknowledge.org/CK/contact.htm>.

TOPICS AND SUGGESTED READINGS

Week 1

Class 1 - Overview of the History of Reading Instruction

The “great debate” has been argued since the Greeks – is it better to emphasize phonics and decoding skills or is it better to emphasize the meaning and the purpose for reading? Demonstration of the different approaches people have invented for teaching reading, including excerpts from old-fashioned and current reading programs.

Class 2 - New Evidence About Learning to Read

Evidential consensus about learning to read: the National Academy of Sciences Report, the Report of the National Reading Panel and the Learning First Alliance consensus papers. Explication of the stages of reading development (Chall’s model updated); examples of children’s work at each stage of development.

Class 3 - Introduction to Phonology

Definition and examples of phonological awareness tasks and activities. Why phonological awareness is necessary for early reading development – the linguistic foundation for decoding, spelling, and word discrimination. Discovery and exploration of the speech sound system of English, consonant and vowel inventories.

Readings:

American Federation of Teachers (1999). Teaching Reading is Rocket Science. Washington, DC: AFT (paper prepared by Louisa Moats).

Fletcher, J.M. and Lyon, G.R. (1998) Reading: A Research-based Approach. In W. Evers (ed.), What’s Gone Wrong in America’s Classrooms. Stanford, CA: Hoover Institution Press. (p. 43 in Read All About It)

Learning First Alliance (1998). Every Child Reading. Washington, DC: Learning First Alliance.

Learning First Alliance (2000). Every Child Reading: A Professional Development Guide. Washington, DC: Learning First Alliance.

National Institute of Child Health and Human Development (2000). Report of the National Reading Panel. Washington, DC: NICHD. (This can be placed on reserve; however, students should receive a copy of the summary of the report.)

Week 2

Class 4 – Phoneme Awareness for Teachers

Identification and categorization of continuous and stop consonants, 3 nasal sounds, liquids and glides. Ordering the vowels by place of articulation (the vowel chart), categorizing vowels as long, short, diphthong, and vowel-r. Identifying minimally contrasting pairs of words.

Class 5 – Practice Phoneme Awareness

Continue demonstration, role-play, and video examples of syllable counting, onset-rime and phoneme segmentation and blending; deletion, addition, and transposition of sounds during word chaining and word building. Practice speech sound production for instructing and testing students.

Class 6 – Apply PA

Order tasks by their relative difficulty, given the outline of PA development. Prepare, teach, and/or role-play phoneme awareness activities from a curriculum such as Adams' with a partner or small group; critique role-plays or taped instruction by others.

Readings:

Adams, M., Foorman, B., Lundberg, I., and Beeler, T. (1998, Spring/Summer) "The Elusive Phoneme." American Educator, 22. (In Read All About It).

Lieberman, I.Y., Shankweiler, D., and Liberman, A.M. (1989). "The Alphabetic Principle and Learning to Read." In Shankweiler and Liberman (eds.), Phonology and Reading Disability: Solving the Reading Puzzle. Ann Arbor, MI: University of Michigan Press. (in Read All About It) p. 117

Tangel, D. and Blachman, B. (1995). "Effect of Phoneme Awareness Instruction on the Invented Spellings of First Grade Children: A One-year Follow-up." Journal of Reading Behavior, 27, 153-185. (in Read All About It) p. 185

Torgesen, J. (1998, Spring/Summer). "Catch Them Before They Fall." American Educator, 32-39. (p. 251 in Read All About It)

Week 3

Class 7 – How the Letters are Used to Spell Sounds

Phonemes are represented by graphemes. These may be one or more letters. Many phonemes are spelled with more than one grapheme. The patterns of spelling are attributable to sound patterns, syllable structures, and morphemes. Exploration of phoneme-grapheme correspondences with manipulative cards.

Class 8 – A Logical Order of Presentation

Ordering simple to complex syllables. Continuous speech sounds before stops. One syllable words before multisyllable words. Inflectional suffixes before derivational. Examination of various approaches to ordering the content of instruction – many paths to the same goal.

Class 9 – Understanding Common Patterns and Generalizations in Orthography

Experiences with word sorting to understand position constraints for variant spellings (ch/tch; ge/dge; f, ff, ph, etc.). Syllables and conventions for dividing and spelling multisyllabic words.

Readings:

King, Diana. (2000). English Isn't Crazy: The Elements of our Language and How to Teach Them. Baltimore: York Press. (Only 100 pages, this little gem could be placed on reserve or added to the list of required textbooks.)

Moats, LC (2000). "English Orthography." Chapter 5 in Speech to Print: Language Essentials for Teachers. Baltimore, MD: Paul Brookes Publishing.

Week 4

Class 10—Meaningful Parts (Morphemes)

Revisit Anglo-Saxon, Latin, and Greek: inflectional, derivational, and root forms we inherited from each. Mapping the large family of words that can be generated from knowing a root such as *ject* or *tract*.

Class 11 – Inflectional Morphemes

Grammatical endings are often a source of misunderstanding, misreading, and misspelling. The sounds and spellings of the plural, past tense, and comparative; how spellings change when endings are added; how to teach the endings early and often.

Class 12 –Derivational Morphemes

Decomposing words with assimilated prefixes (*illegal, address, immediate*); exploring the sound changes, including schwa, that occur when words are affixed (*define, definition, indefinite*)

Readings:

Henry, M. (1988). “Beyond Phonics: Integrated Decoding and Spelling Instruction Based on Word Origin and Structure.” Annals of Dyslexia, 38, 258-275. (In Read All About It, p. 325)

Moats, LC (2000). “Morphology.” Chapter 4 in Speech to Print: Language Essentials for Teachers. Baltimore, MD: Paul Brookes Publishing.

Week 5

Class 13 –How We Learn to Recognize Words

The minor role of context in word recognition, the major role of phoneme-grapheme linkages. What the mind does when it recognizes a word – findings from eye movement studies and the experimental laboratory.

Class 14—Strategies for Teaching Basic Decoding

Sound blending, left to right, with multisensory involvement. High vocal response rate. Providing practice reading words and sentences; dictation and writing. Teaching “sight” words.

Class 15—Types of Beginning Reading Material

Text organized by frequency of words, by spelling pattern, and by language pattern (high frequency, phonic decodable, and predictable texts). Identifying what’s in the text. When to use what and why.

Readings:

Moats, LC (2000). Chapter 8 in Speech to Print: Language Essentials for Teachers. Baltimore, MD: Paul Brookes Publishing

Perfetti, C. (1995) “Cognitive Research Can Inform Reading Education.” Journal of Research in Reading, 18, 106-115. (In Read All About It).

Stein, M. (1999) An analysis of text. (Or other work by Stein, published in journals. She has done an analysis of textbooks for the state of California, and at the time of this writing was writing the section of the Federal Reading Initiative on how to analyze reading programs. This should appear soon.) [Should we give her first name since the bibliographical entry is so vague?]

Week 6

Class 16— Assessing the Development of Spelling Knowledge

Children’s early spelling is a visible record of their processing of sounds and symbols. Efficient screening can be accomplished with a developmental spelling inventory given to a whole class. Given samples from a teacher’s class, examine the spelling of young children for its phonological accuracy. Describe the spelling samples of children in K, 1, and 2 who are at different stages of spelling development; identify the appropriate instructional emphasis for each.

Class 17 -- Assessment of Decoding

Administration and interpretation of a survey of phonological awareness, basic decoding and word recognition skills. The Test of Word Reading Efficiency (Pro-Ed); the Texas Primary Reading Inventory, for example. Model, practice, prepare to administer.

Class 18 –Assessment of Students

Teachers assess one or more students with a partner helping. Determine students’ instructional needs, write-up summary goals for teaching. Case study discussions.

Readings:

Honig, B, Diamond, L, & Gutlohn, L (2000). Consortium on Reading Excellence, Teaching Reading Sourcebook for Kindergarten Through Eighth Grade. Novato, CA: Arena Press.

_____ (2000) Assessment Guide. Novato, CA: Arena Press. (A companion volume to the above title. These are teacher resources that would make good reference sources for practitioners.)

Week 7

Class 19—Getting Up to Speed

Reading fluency depends on accuracy of word recognition; reading comprehension depends on reading fluency. Expectations for children at each stage of development. How is fluency acquired? Naming speed and its relationship with reading fluency and comprehension.

Class 20 –Techniques for Building Fluency

Repeated readings – role play. Partner reading, simultaneous oral reading, graphing timed readings, building speed at the sound and word level; computer-based programs.

Class 21 –Learning to Read by Reading

Motivating children to read independently. Organizing and presenting material in the classroom reading library. Home-school incentive programs.

Readings:

Clark, C. (1995). “Teaching Students about Reading: A Fluency Example.” Reading Horizons, 35, 251-265. (in Read All About It)

Samuels, S. J., Schermer, N. & Reinking, D. (1992). “Reading Fluency: Techniques for Making Decoding Automatic.” In S. J. Samuels & A.E. Farstrup (eds.), What Research Has to Say About Reading Instruction. Newark, DE: International Reading Association. (In Read All About It)

Week 8

Class 22 – Oral Language and its Impact on Literacy

Vocabulary differences between high SES and low SES children; relationship between home literacy factors and child achievement; non-standard English dialects and their impact on reading.

Class 23 –Vocabulary and Reading Comprehension

The proportion of variance in comprehension accounted for by knowledge of word meanings. Differences in children when they come to school. Evidence that we learn most words through reading after 3rd grade. The nature of word knowledge – shallow or deep? Vague or precise? Contextual or decontextualized?

Class 24—Principles of Vocabulary Instruction

Before reading --select and preview key vocabulary, give many examples of use, identify root morphemes; during reading --use context; after reading --explore connotation, formulate definitions, find multiple meanings, categorize and analogize, find antonyms, origins of words.

Readings:

Snow, C., Burns, S., and Griffin, P. (eds.) 1998. Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press. (Place on reserve and have students read excerpts on relevant topics)

Week 9

Class 25 –Getting at the Meaning

What is comprehension made of? Generate a multi-dimensional diagram that shows reader, text, and environmental factors that influence comprehension. Emphasize the role of decoding and fluency in reading comprehension.

Class 26—Narrative and Expository Text

Readers use different strategies to get at the meaning of narrative and expository texts. Compare a narrative and expository piece. Depict the structure of each using given or invented graphic organizers; discuss the affective and cognitive processes that each text elicits in the reader.

Class 27—Asking Productive Questions

Map the meanings in segments of a text, using Beck’s approach, by summarizing what we want students to take away. What meanings are most important in that particular text? Next, formulate open questions that will elicit those meanings. Practice generating questions that stimulate discussion of the central concepts and themes at in the text.

Readings:

Beck, I., McKeown, M., Hamilton, R. & Kucan, L. (1998) “Getting at the Meaning.” American Educator, 22, 66-85. (In Read All About It).

Pressley, M. (1998). Reading Instruction that Works: The Case for Balanced Teaching. New York: Guilford Press. (chapter on teaching reading comprehension strategies)

- Week 10**
- Class 28—Instructional Strategies for Comprehension Instruction
According to the National Reading Panel report, several approaches have research support, including asking questions, summarizing, and using graphic organizers. Demonstrate, role-play, or view examples of these approaches at work.
- Class 29 –Identifying Other Sources of Miscomprehension
Figurative language, pronoun reference, complex sentence structure, interpretation of punctuation, and phrasing may also have to be directly taught and practiced.
- Class 30—Informal assessment of reading comprehension through listening to oral reading of passages of increasing difficulty.

Reading:

NICHD, Report of the National Reading Panel, section on Vocabulary and Comprehension

- Week 11**
- Class 31- Using Writing for Reading Comprehension
Directed written responses to reading rather than personalized journal entries; writing to dictation to internalize great language; paraphrase and summary writing.
- Class 32 - Teaching Spelling
Teaching language structure and concepts directly at the students' developmental spelling level. Emphasis on word sorting by pattern, word building, and remembering the orthographic image.
- Class 33 - The Literate Environment
Running a "literature circle"; cross-curricular summary projects; publicizing and sharing new books and book reviews; contacting authors.

Readings:

Cunningham, A. and Stanovich, K. (1998). "What Reading Does for the Mind." American Educator, 22, 8-15 (In Read All About It).

Stotsky, S. (1994). "The Writing Road to Reading Comprehension." In S. Brody (ed.), Language, Letters, and Thought. Milford, NH: LARC Publishing.

- Week 12**
- Class 34—Understanding Dyslexia
Language processing and reading disability; long-term predictors and long-term outcomes; importance of early identification and treatment; genetic and environmental contributors.
- Class 35—Intensive and Specialized Instruction for Reading Disability
Sample programs that follow the recommended guidelines from the International Dyslexia Association. Research evidence that does or does not exist for common clinical practices.
- Class 36—Case Studies in Reading
Adults who learned to read late in life; children who responded to specific interventions; intervention studies with very poor readers.

Readings:

Torgesen, J.K., Wagner, R.K., Rashotte, C.A. (1997). "Approaches to the Prevention and Remediation of Phonological Based Reading Disabilities." In B. Blachman (ed.) Foundations of Reading Acquisition: Implications for Intervention and Dyslexia. Hillsdale, NJ: Erlbaum. (Page 147 in Read All About It)

Shaywitz, S. E. (1996). "Dyslexia." Scientific American, 275 (5), 98-104. (p. 173 in Read All About It)

Week 13 Class 37 - Managing All Components of a Classroom Language Arts and Reading Program
Coverage; pacing; grouping; classroom organization; technology support. How some exemplary classes are run.

Class 38 - Student projects.

Class 39 - Student projects.

Readings:

Invernizzi, M.A., Abouzeid, M.P., & Bloodgood, J.W. (1997). "Integrated Word Study: Spelling, Grammar, and Meaning in the Language Arts Classroom." Language Arts, 74, 185-192. (p. 303 in Read All About It).