

# Minnesota State University Moorhead

## STL 495: Literacy Methods II

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

This course requires all three of these prerequisite categories

1. One of these two

STL 291 - Early Literacy

STL 295 - Foundations of Language and Literacy

And

2. One of these two

STL 230 - Child Development and Learning for Teachers

STL 330 - Child Development and Learning for Teachers

And

3. STL 395 - Literacy Methods I

Corequisites: None

MnTC Goals: None

This is a methods course for teaching language arts in grades 4-6. In this course candidates will learn strategies to strengthen students' ability to read advanced texts as well as the use of reading and writing to learn content across the curriculum. Candidates will examine a variety of instructional approaches, including: literature circles, integrating literature into content learning, and building comprehension and vocabulary through integrated experiences. In addition, students will explore a variety of language arts curricula. Candidates will develop a range of strategies to support older students' reading and writing development through a response to intervention instructional approach.

**B. COURSE EFFECTIVE DATES:** 01/01/2019 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Reading Instruction
2. Writing Instruction
3. Differentiation
4. Literacy Assessment
5. State and National Standards

**D. LEARNING OUTCOMES (General)**

1. Understand and apply the research base for and the best practices of kindergarten, and elementary level education.
2. Understand how to integrate curriculum across subject areas in developmentally appropriate ways.
3. Apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models.
4. Develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature.
5. Know how to integrate the communication arts.
6. Develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience.
7. Develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes.
8. Knowledge of phonics and other word identification strategies and fluency, including: how the etymology and morphology of words related to orthographic patterns in English; and the development of reading fluency.
9. Knowledge of how to develop vocabulary knowledge, including how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading.
10. Comprehension processes related to reading, including: knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop students comprehension of print material; the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and how to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading.
11. Understand structure of the English language, including; knowledge of how to enhance literacy skills helping students understand similarities and differences between language structures used in spoken and written English.
12. Understand appropriate, motivating instruction, both explicit and implicit: applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts.
13. Understand selection, design, and use and appropriate and engaging instructional strategies, activities, and materials, including: teaching vocabulary using a range of instructional activities to extend students understanding of words; and both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work.
14. Understand selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students facility in comprehending and using academic language.
15. Understand development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work.
16. The ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.
17. Understand formal and informal tools to assess students, including: comprehension in content area reading; oral and written language to determine their understanding and use of English language structures and conventions plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted teachers.
18. The ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs.

19. The ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework; and (practicum).
20. Knowledge of how to use of students interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write.
21. The ability to support students and colleagues in the selection or design of materials that match students; reading levels, interests, cultural and linguistic backgrounds.
22. Understand the development and implementation of classroom and school wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum.
23. The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students.
24. The ability to foster independence and self-efficacy in readers.
25. Understand the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials.
26. Understand the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home.
27. Displaying positive dispositions toward the act of reading and the teaching of reading, including a belief that all students can learn to read regardless of their cognitive, cultural or linguistic backgrounds.
28. Providing support for students; reading development by communicating regularly with parents/caregivers and eliciting their support in a students reading development.
29. Engaging in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices, to improve daily instructional decisions and interactions with students; and collaborate with other professionals on literacy learning initiatives.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted