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### C&I 437.01: Application of Literacy Models

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*University of Montana - Missoula*

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**Application of Literacy Models**  
Curriculum and Instruction 437  
The University of Montana

*Faculty Information*

Sue Rowe

Hellgate Elementary: 549-6109; Home: 721-4764

Available June 14-July 22, 8:30-noon Monday-Thursday, at Hellgate Elementary. Please schedule appointment.

*Course Purpose*

The course provides a supervised literacy practicum in which the practitioners interact with students so that they construct meaning as they comprehend, interpret, and respond to what they read; apply a range of skills and strategies to read; set goals, monitor, and evaluate their progress in reading; select, read, and respond to print and nonprint for a variety of purposes; and gather, analyze, synthesize, and evaluate information from a variety of sources and communicate their findings appropriately. The practicum affords literacy instruction ranging from remedial to accelerated, based on the strengths and needs of the learners who represent students from different ethnic, racial, gender, socioeconomic, language, and religious groups.

Based on the Montana Teacher Education Program Standards, 10.58.521, Reading Specialists K-12\*, this capstone course provides in-depth level of understanding, knowledge, and application of: (a) a planned sequence of literacy study, (b) understanding of the nature of the learner and the learning process with specific applications to reading, (c) techniques in reading instruction and skills to diagnose reading problems, (d) instructional materials, (e) a supervised practicum, (f) studies, experiences, and activities in language arts, (h) development, management, and evaluation of researched-based effective reading/literacy approaches, (i) the integration of the reading/writing process with the content areas through collaboration, and (j) on-going assessment practices.

\*seriation based on the Reading Specialists K-12 standards

*Course Objectives*

The practitioner will:

1. Demonstrate knowledge, skills, and dispositions related to literacy and diversity and apply them when teaching students with varied reading strengths and needs;
2. Assess the learner by pretesting, posttesting, and interpreting the following: student interests, word recognition and fluency, reading attitude, and writing;
3. Design appropriate instructional strategies using researched-based effective reading/literacy approaches to improve teaching effectiveness for and learning of all students;
4. Use technology in the classroom;
5. Interact with professionals, parents, and the community regarding reading instruction;
6. Compile student portfolios for evaluation purposes;

7. Evaluate reading progress and determine future goals by writing an assessment profile for each learner;
8. Reflect personally and assess her ability to work with all students by maintaining a professional log; and
9. Be assessed by the instructors on her ability to teach literacy to all students.

### *Course Outline*

#### *June 14-17.*

Practitioner in-service (course requirements, assessment, library use, selection and use of materials, and research-based instructional strategies), assignment of students, and prepare classrooms.

#### *June 21-24*

Informally diagnose each student's reading/writing strengths/needs via pretesting: administer word recognition and fluency assessments, attitude inventory, interest inventory, collect first writing sample, and commence compiling portfolios for each student. Start literacy instruction and maintain a daily professional log.

#### *June 28-July 15*

On June 30 submit the **Summary: Student Literacy Strengths and Needs** sheet. Continue literacy instruction including practitioner oral reading to students, sustained silent reading, student writing, and Rewards or Sounds and Letters; collect second writing sample; and maintain professional log.

#### *July 19-22.*

Posttest each student (word recognition and fluency, attitude inventory, third writing sample), maintain professional log, prepare for open house, conduct open house (July 22), write assessment profiles for each student (independently peer edit!), complete self-evaluation (last page of professional log), and clean classrooms (Hellgate Elementary should look exactly as we found it!).

Submit professional log and student portfolios containing the assessment profiles and required data to facilitators. **All materials are due on Monday, July 26.**

### *Instructional Methods*

A variety of instructional methods will be used: lecture, discussion, simulation, demonstration, small group activities, and cooperative learning.

*Student Outcomes and Evaluation Criteria (based on 100 points)*

- 15 Professional log (reflecting your observations, ideas, reactions);
- 20 Student portfolios (pre/post word recognition and fluency, pre/post attitude inventory, pre interest inventory, three writing samples);
- 30 Assessment profiles;
- 30 Appropriate dispositions based on facilitator observations;
- 5 Self-evaluation (last page of professional log in which the practitioner discusses, in 250 words or less, professional areas of growth and needs).

(90-100 = A, 80-89 = B, 70-79 = C)

\*Please note: **Attendance is mandatory.**

*Daily Agenda*

- 8:00-9:00 Practitioner preparation;
- 9:00-11:00 Instructional time;
- 11:15-noon Practitioner preparation/team meetings.

*Readings/Materials*

*Required.*

Past literacy methods texts such as Ashmore, R. (2001). *Promoting the gift of literacy*. Boston: Allyn & Bacon.

Cassette tapes (to record students' oral reading); cassette players are provided.