Adolescent Literacy Grades 6-12

Course Syllabus

Instructors:

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Office Hours: by appointment

COURSE DESCRIPTION:

Adolescent Literacy is a course focusing on the essential skills for literacy success in areas such as education, work, citizenship, and personal. Far too many older students do not have the necessary reading and writing skills to succeed in postsecondary education and jobs that require strong literacy skills. Participants will be involved in interactive sessions that demonstrate ways to meet the challenges of teaching adolescent literacy. The five essential components outlined by the National Reading Panel (2000) will be covered making a connection to scientifically research-based reading instruction. Daily topics are organized around the following components: phonemic awareness, phonics, fluency, vocabulary and comprehension. Advanced phonics is covered since many student may not be developmentally ready to learn these concepts until the upper grades. Participants learn explicit, systematic and multi-sensory approaches for both expository and narrative text comprehension. A detailed explanation of the language structure will be presented for reading and spelling, as well as, the six orthographic syllable types. Lesson planning techniques that assure coverage of essential components for student progress will be presented.
COURSE OBJECTIVES AND LEARNING OUTCOMES:

Participants will demonstrate:

- the ability to implement multisensory structured language techniques
- application of the critical components of reading instruction
- competency in understanding the regularity of the English language
- demonstrate
- implement environmental arrangement strategies to encourage language use
- model
- plan intervention instruction in phonemic awareness
- demonstrate how to teach an effective advanced phonics lesson, implementing the features of effective MSLE instruction
- delineate the research base for handwriting, spelling, and sentence construction
- explain the relationship of the origin of a word to its morphology or structure
- utilize a method for teaching vocabulary knowledge
- plan instruction using key comprehension strategies with an explicit routine for grades 6-12
- an understanding of the definition of dyslexia

CLASS TOPICS:

- Dyslexia
- Morphology
- Five Essential Components of Reading Instruction
- Comprehension
- Multisensory Structured Language Education
- Orton-Gillingham Approach
- Narrative and Expository Comprehension Strategies
- A Multisensory Classroom
- Word Level Reading Disabilities
- The Reading Hierarchy
- Spelling, Handwriting, and Written Expression
- Composition: Evidence-based Instruction

COURSE OUTLINE:

Day One- Dyslexia Definition, Structured Language Kit 1, morphology
Day Two - Essential Components of Reading Instruction.

Day Three - MSLE Approach Planning a Multisensory Structured Language Lesson, Structured Language, Instruction for Older Students with word level reading disability

Day Four - Teaching the Reading Hierarchy for accuracy, fluency, and comprehension, Structured Language Kit 3, Adolescent Literacy: Addressing the needs of Students in Grades 6-12, Comprehension

Day Five - Teaching Spelling, Structured Language Kit 4, handwriting, writing skills

TEXTBOOK & READING ASSIGNMENTS:

Adolescent Literacy Strategies for Content Comprehension in Inclusive Classrooms by Richard T. Boon & Vicky G. Spencer

Day One

Chapter 1: Understanding Reading Comprehension: Challenges for Older Students with Reading Disabilities

Day Two

Chapter 2: Promoting Comprehension and Motivation to Read in the Middle School Social Studies Classroom: Examples from a Research-Based Curriculum

Day Three

Chapter 3: Disciplinary Literacy

Day Four

Chapter 4: Using the Embedded Story Structure Routine: Disciplinary Literacy Instruction That Meets the Needs of All Adolescent Learners

Day Five

Chapter 5: Using Graphic Organizers in Secondary, Inclusive Content

ASSIGNMENTS:

Annotated Bibliography 25/pts each


Read and summarize one of the above listed professional article. Submit electronic copy to the professor. This response must be one page, single spaced, and typed using the following format:

Name:
Date:
Instructor:
Citation:
Summary:
The primary objective of the summary is to present a brief overview of the authors' essential points to the reader.

Assess:
The main purpose of this article is: Ask yourself why the author(s) wrote this
The key objective is: What question does the article, as a whole, try to answer?
The most important information in this article is:
Look for data, evidence, and proof of what the author is trying to say.

Reflect: Include your thoughts and reactions to the reading

Due:

ADDITIONAL REFERENCES:

Multisensory Teaching of Basic Language Skills, 2nd Edition by Judith Birsh
Building Comprehension in Adolescents by Linda H. Mason, Robert Reid and Jessica L. Hagaman

Effective Instruction for Middle School Students with Reading Difficulties by Carolyn A. Denton, Sharon Vaughn, Jade Wexler, Deanna Bryan, and Deborah Reed