

INDIAN RIVER COMMUNITY COLLEGE

Foundations of Language and Cognition EPI 0009

This course teaches language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. This instruction is grounded in scientifically-based research.

I. COURSE INFORMATION

Location:

Time: 8:00 a.m. – 5:00 p.m.

*we will take a 30 minute **working lunch period**. Bring your lunch and/or snacks with you, as we will not be leaving for a lunch break.

Day: Monday – Friday or Consecutive Saturdays

Dates:

Texts: Honig, B, Diamond, L. & Gutlohn, L. (2000) Teaching reading sourcebook for kindergarten through eighth grade.

Emeryville, CA: Arena Press

Adger, C.T., Snow, C.E. & Christian, D. Eds. (2002) What teachers need to know about language. McHenry, IL:

Center for Applied Linguistics & Delta Systems Co. Inc. Systems Co, Inc.

Tankersley, K. (2003). The threads of literacy. Alexandria, VA: Association for Supervision and Curriculum Development.

[Bloom's Taxonomy](#)

[Reading and Language Acquisition](#) hyperlink to a website:

<http://www.psy.pdx.edu/PsiCafe/Areas/Developmental/LanguageDev/index.htm#TheoriesReading>

Instructor:

E-mail:

Cell :

II. COURSE OBJECTIVES

At the end of this component, you will be able to:

1. Identify and apply basic concepts of phonology
2. Distinguish between phonological and phonemic differences in language and their applications in written and oral discourse.
3. Identify structural patterns of words
4. Apply structural analysis to words
5. Identify the principles of reading fluency
6. Define the role of fluency in reading development
7. Identify and apply principles of English morphology
8. Identify and apply principles of semantics
9. Identify the principles of syntactic function
10. Describe the impact of variations in written language
11. Identify cognitive tasks and the role of cognitive development
12. Describe the transactive nature of reading across a variety of texts
13. Differentiate between informal and academic language
14. Identify phonemic, semantic, and syntactic variability among languages
15. Describe the interdependence between each of the five major reading components and their effect on fluency
16. Describe the interdependence between each of the major reading components and their effect on comprehension
17. Describe the impact of dialogue, writing to learn, and print environment on reading development.

III. OUTLINE OF COURSE CONTENT

Day 1

Phonemic Awareness

1.A.1 Basic Concepts of Phonology

Components of Phonemic Awareness

Matching: identify words that begin with the same sound

Isolation: isolate a single sound within a word

Blending: blend individual sounds into words

Segmentation: break a word into individual sounds

Manipulation: modify, change, or move individual sounds in a word

- The Lexicon of Reading
- Key concepts in Phonemic Awareness:
 - Sentences are made up of words
 - Words can rhyme
 - Words can be broken into syllables
 - Words can be broken into onset and rhyme
 - Words can begin with the same sound

Words can end with the same sound
Words can have the same medial sound (s)
Words can be broken into individual phonemes
Sounds can be deleted from words to make new words
Sounds can be blended to make words
Words can be segmented into constituent sounds

1.A.2 Phonological and Phonemic Differences in language

Applications in written and oral discourse patterns

Dialectal differences

- Strategies for Teaching Phonemic Awareness

Day 2

Phonics

1.B.1 Structural Patterns of Words as related to Reading

Orthographic representation

Syllable conventions

Spellings of prefixes, root words, and suffixes

- Instructional Methods
 - Systematic Phonics
 - Systematic Synthetic Phonics
 - Analytic Phonics
 - Embedded Phonics
 - Phonics through Spelling
- Key Concepts
 - Sound/Symbol Relationship
 - Blends
 - R-controlled Vowels
 - Consonant Digraphs
 - Spelling Variations
 - Morphemes
 - Phonemes
 - Graphemes

1.B.2 Structural Analysis applied to words

Orthographic Analysis

Spelling morphologies

Advanced Phonics Skills

- International Phonetics Alphabet
- DIBELS

- Strategies for Teaching Phonics

Day 3

Fluency

1.C.1 Principles of Reading Fluency related to reading development

- Automaticity
- Accuracy levels
- Key concepts
 - I identify letter-sound correspondences automatically and accurately
 - I identify familiar spelling patterns quickly
 - I identify isolated words and connected text effortlessly
 - I identify irregular words
 - Read with expression and intelligibility

1.C.1 Role of reading fluency in the development of the reading process

- Strategies for Teaching Fluency

Vocabulary

1.D.1 Principles of English morphology as related to language acquisition

Morphemes

Inflectional Morphemes

Derivational Morphemes

Morphemic Analysis

- Key Concepts
 - Four types of vocabulary
 - Listening vocabulary
 - Reading vocabulary
 - Speaking vocabulary
 - Writing vocabulary
 - Most vocabulary is learned indirectly
 - Vocabulary is both receptive and expressive
 - Vocabulary can be expanded through repetition

1.D.2 Principles of semantics related to vocabulary development

Antonyms

Synonyms

Figurative Language

- Strategies for Teaching Vocabulary

Day4

Comprehension

1.E.1 Principles of syntactic function related to language acquisition and the reading process

Phrase Structure

Types of Sentences

Sentence Manipulation

- Key Concepts

Construct meaning from text

Accurately and fluently identify words in print

Phonemic awareness, phonics, fluency, and vocabulary play
a critical role in comprehension

Syntactic function relates to language acquisition and reading

1.E.2 Impact of variations in written language

1.E.3 Cognitive Task levels and Cognitive development

Task Levels

Construction of meaning in a variety of texts

1.E.4 Transactive nature of the reading process

Text connections within text

Text connections across texts

Text connections from text to text

Text connections from text to self

Text connections from text to world

- Strategies for Teaching Comprehension

Day5

Major Skills Integration

1.F.1. Characteristics of Informal Language and Academic Language

1.F.2 Differences between English and other languages

Phonemic variability

Semantic variability

Syntactic variability

1.F.3 Interdependence between each of the major reading components and their effect on fluency

Reading rate and phonological processing

Reading rate and construction of meaning

1.F.4. Interdependence between each of the major reading components and their effect on comprehension

Construction of meaning and vocabulary

Construction of meaning and fluency

1.F.5 Impact of dialogue, writing to learn and print environment

- Skills Integration Defined and Expanded
- Key Concepts
 - Informal Language
 - Academic Language
 - Phonemic differences between English and other languages
 - Effects of major components on fluency
 - Effects of major components on comprehension
 - Impact of dialogue, writing to learn, and print environment
 - Impact of genre
 - Impact of background experiences
- Strategies for Teaching Integration

Resources:

On the Web:

Just Read Florida <http://www.justreadflorida.org/>

Big Ideas in Beginning Reading <http://reading.uoregon.edu/index.php>

International Reading Association <http://www.reading.org/>

ASCD <http://www.ascd.org/portal/site/ascd/index.jsp/>

Strategies that Work: Technology Integration Resources

http://www.mayer.cps.k12.il.us/Strategies_that_Work/STW.htm

The Core Knowledge Foundation <http://www.coreknowledge.org/CK/index.htm>

Reading Rockets <http://readingrockets.org/articles/242>

The National Right to Read Foundation <http://www.nrrf.org/aboutphonics.htm>

Journals:

Educational Leadership

<http://www.ascd.org/portal/site/ascd/menuitem.a4dbd0f2c4f9b94cdeb3ffdb62108a0c/>

The Reading Teacher

<http://www.reading.org/publications/journals/rt/>

Phi Delta Kappan

<http://www.pdkintl.org/kappan/kappan.htm>

TEACH magazine

<http://www.teachmag.com/>

IV GRADING POLICY

Grades assigned for this module will be Letter Grade.

- This unit is designed to utilize time efficiently; therefore, attendance is mandatory and punctuality is expected. Missing any part of instruction time will negatively impact your learning experience. The teaching profession highly regards time as a crucial component, and is an integral facet of this module.
- It is expected that the individual who participates in this program is a self-motivated, high achieving adult that is capable of directing their own personal learning activities. Portfolio assignments will be clearly addressed. Inclusion of excellent professional quality performance is expected to be reflected in the artifacts.
- The final exam will be comprehensive in scope covering the objectives and competencies.

V. PORTFOLIO PROJECTS

A set of lesson plans and activities demonstrating each of the five major components of reading with correlating Sunshine State Standards will be required.

Reading Assignments for Competency 1

Day 1 Teaching Reading Sourcebook , Chapters 1-7

The Threads of Reading, Chapter 1

What Teachers Need to Know about Language, Chapters 1-2

Day 2 Teaching Reading Sourcebook, Chapters 8-10

The Threads of Reading, Chapter 2

What Teachers Need to Know About Language, Chapter 3-4

Day 3 Teaching Reading Sourcebook, Chapter 11-13

The Threads of Reading, Chapter 4

Teaching Reading Sourcebook, Chapters 14-15

The Threads of Reading, Chapter 3

Day 4 Teaching Reading Sourcebook, Chapters 16-18

The Threads of Reading, Chapter 5

Day 5 Teaching Reading Sourcebook, Chapters 19-22

The Threads of Reading, Chapters 6-7

