LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. 09-22j	UWUCC Action-Date: App-6/30/09	Senate Action Date: App-9/15/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Susan Fello	Email Address sfello@iup.edu
Proposing Department/Unit Professional Studies in Education	Phone 724-357-2047

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**

_____New Course	_____Course Prefix Change	_____Course Deletion
__X__Course Revision	__X__Course Number and/or Title Change	__X__Catalog Description Change

ECED 451 Teaching Primary Reading

Current Course prefix, number and full title

ECED 451 Literacy for the Developing Reader - Grades 2-4 Learners

Proposed course prefix, number and full title, if changing

2. **Additional Course Designations: check if appropriate**

_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,
_____ This course is also proposed as an Honors College Course.   Pan-African)

3. **Program Proposals**

_____Catalog Description Change	_____Program Revision
_____New Degree Program	_____Program Title Change	_____Other
_____New Minor Program	_____New Track	

Current program name

Proposed program name, if changing

4. **Approvals**

		Date
Department Curriculum Committee Chair(s)	*Mary Ann Hamlut*	3/30/09
Department Chair(s)	*Jennah Brig*	3/30/09
College Curriculum Committee Chair	*Joseph Domaracki*	4.07.09
College Dean	*Mary Ann Rafoth*	4-27-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail Sechrist*	6-30-09

* where applicable

II. Description of Change
1. New Syllabus of Record

**ECED 451 LITERACY FOR THE DEVELOPING READER GRADES 2-4
LEARNERS** 3c-01-3cr
Prerequisite: ECED/EDEX major, Admission to Teacher Education Step 1

I. CATALOG DESCRIPTION
Provides pre-service teachers with theoretical context, as well as various strategies, techniques, and materials related to teaching literacy skills, developing positive dispositions toward literacy, and fostering supportive environments for literacy development. Instructional issues, specifically related to teaching reading to young children, children with disabilities, and English language learners will be investigated. Contemporary research on theoretical perspectives and best practices, as well as practical application, will be interwoven into this course to ensure a balanced approach to the most effective instructional practices.

II. COURSE OUTCOMES

Upon successful completion of this course, the student will be able to

1. define the reading process as it applies to grades 2-4 readers. (ACEI/NAEYC 1/4b,c,d; PDE- ID, IIB, IIC, IID)
2. compare and contrast various principles, theories, and approaches to reading and writing instruction. (ACEI/NAECY 2a, 3d, 3e/4c; PDE-IC, ID, IIB, IIC)
3. build upon the elements of phonemic awareness, phonics, vocabulary, fluency, and comprehension skills as it applies to the developing reader. (ACEI/NAECY 1, 2a, 5b, 5c / 1, 4a,b,c,d; PDE- ID, IIB, IIC, IID)
4. recognize the needs of learners from culturally diverse backgrounds and understand learning styles of learners who are linguistically different. (NCATE/CEC 1, 3, 5; PDE-IB, IIB)
5. select appropriate materials for literacy instruction and assessment, and identify the positive and negative aspects of standardized tests and informal assessment techniques. (NCATE/CEC 7, 8; PDE- IIB, IIC, IID)
6. demonstrate knowledge of ways to differentiate literacy instruction in diverse grades 2-4 classrooms. (NCATE/CEC 3, 4; PDE- ID, IIA, IIB, IIC, IID

Student Outcome Matrix:

College of Education and Educational Technology	Course Objective	CEC	NAEYC Standards	PDE Standards for Early Childhood	Assignments
	1		1, 4b, c, d	ID, IIB, IIC, IID	In-class personal reflection of reading history
Planning and	2		2a, 3d, 3e,	IC, ID, IIB, IIC	Small group

Preparation			4c		discussion
Classroom Environment Instruction	3		1, 2a, 5b, 5c 1,4a,b,c,d	ID, IIB, IIC, IID	**Key Assessments: Lesson plans for vocabulary development** Phonics activities Word play activities
Classroom Environment Instruction Professionalism	4	1, 3, 5		IB, IIB	**Lesson Plans for reading comprehension** Identification of lesson adaptations
Planning & Preparation Classroom Environment Professionalism	5	7, 8		IIB, IIC, IID	Review of DIBELS materials and other assessments
Planning &Preparation Classroom Environment Instruction	6	3,4		ID, IIA, IIB, IIC, IID	Final exam

III. DETAILED COURSE OUTLINE:

Date(s)	Preparation/ Reading Assignment	Topic(s)	Other Assignment(s) Due
Week One	Begin reading Chapter 1 of the text	Welcome and Introduction; Review of the Syllabus Requirements and Expectations for ECED 451 – Review of the textbook What is Reading in Grades 2-4?	
Week Two	Read Chapter 1 and Chapter 2	Approaches to Reading Instruction- Past and Present – Compare theorists' philosophies The Reading Process Types of Text in grades 2-4 Reading Instruction-Just what is it? The Teacher of Reading Three Types of Reading Instruction	Personal reflection of early experience with reading-in-class assignment

Week Three	Read Chapter 3	Meeting the Diverse Needs of Learners Differentiating instruction for diverse learners Language Learning: Theories and Development Adaptations for ELL and special needs students Best Practice Working collaboratively with other support teachers	Begin development of lesson plan 1; include adaptations for all learners
Week Four	Read Chapter 4	Stages of Literacy Development In grades 2-4 Understanding the learning styles of culturally-diverse learners Chapter books and Reading aloud Vocabulary development- strategies	
Week Five	Read chapter 5	Guidelines for a Literacy Program in Grades 2-4 What is a Literate Environment? Traditional Songs, Rhymes, Poems Word families for struggling readers	Delivery of Lesson Plan 1- Vocabulary development activity- peer audience
Week Six	Read Chapter 7, pages 200-228	Comprehensive Literacy Instruction (reading to-with-by children) Fix-up strategies for phonics instruction Sight word identification	Phonics activities for various levels of learners
Week Seven	Read Chapter 7 continued, pages 228-244	Midterm Exam Continue exploration of phonics strategies and sight word strategies	
Week Eight		Context Clues for Word Identification Word Spoken Context Clues Structural analysis Syllasearch	Word play with syllables and word structure- in-class
Week Nine	Read Chapter 6	High-stakes testing Portfolio assessment Assessment of basic literacy skills DIBELS Other assessments for students in grades 2-4 Determining appropriate assessments	Test 2 Get approval for lesson plan 2 on comprehension

Week Ten	Read Chapter 8 and 9	Vocabulary Development and Word Work Developing children's vocabularies Building Words Generalizations for decoding words Reading Comprehension Model	Distribution of reading comprehension strategies and anthologies
Week Eleven	Read Chapter 10	Syllabication and Rules Word Recognition Reading fluently **Key Comprehension Strategies and Selection of graphic organizer use- rules, purpose, and guidelines**	Teaching Lesson Plan 2 -Reading comprehension Peer presentations comprehension strategies
Week Twelve	Read Chapter 13	Modeling lessons for reading comprehension in other content areas Use of visual aids and graphic organizers for comprehension in content areas Reading Comprehension Strategies and Skills- science, social studies, and health	Develop a graphic organizer
Week Thirteen	Read Chapter 12	Importance of making connections Instructional strategies for content areas in grades 2-4	Use of graphic organizers in content areas
Week Fourteen	Use chapter 15 as a reference for the layout	Vocabulary development for reading instruction in grades 2-4	
Week of Finals		Final Exam Period to be announced	Final Exam

IV. EVALUATION METHODS:

A variety of in-class activities will be conducted, thus attendance is vital for course acquisition and preparation to work with children in grades 2-4. Students are expected to read the text, complete a midterm, final exam, and teach a reading comprehension plan and one for vocabulary development.

Evaluation:

The core assignments listed below are designed to assess students' content knowledge and application skills from the course content.

Test 1(midterm)	50 points
Test 2	30 points
Final Exam	30 points
Quizzes	20 points

Lesson Plan 1 (small group)/Teaching	24 points
Lesson Plan 2 (large group)/Teaching	30 points
Effective Participation/Preparation	20 points
Total Points for Course	**204 points**

Additional homework and in-class assignments may be given at the teacher's discretion. Five-point quizzes may be given without warning to assure students' comprehension of the course readings. Regular, faithful class attendance will assure continued success in this course! ☺

V. EXAMPLE GRADING SCALE:

Final grades will be determined by calculating the number of points earned divided by the total number of points possible. The grading scale may be more stringent in PSI courses in Teacher Education. This percentage equates to the following grades:
93-100% A   84-92% B   75-83% C   65-74% D   Below 65%

VI. ATTENDANCE POLICY
      The University currently upholds an attendance policy. Attendance will be taken in every class. Your participation, discussion, professional conduct, timeliness, and effort are all important aspects of your success in this class. You are allowed 3 hours of absence. If more than the 3 hours of absence are needed, a medical excuse or other documentation must be provided in order to make up any points not earned during the missed class period. School districts hire teachers who are punctual and faithful with attendance.

Additional Policies

Students with Disabilities:

Adaptations will be made to accommodate students with special needs. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss needed accommodations. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

Academic Integrity Policy

The Academic Integrity Policy described in the IUP Undergraduate Catalog will be followed in this course. This policy explains that members of the IUP academic community are expected to accept responsibility for academic integrity and honesty, and

considers academic dishonesty unacceptable. This applies to all incentive programs and bonus point availability.

It is further expected that all assignments and work conducted by the students in this course are authentic and original, with proper citations as appropriate. Assignments used for other classes cannot be submitted for assignments in **this** class. Cheating and plagiarism are unacceptable and will result in a score of zero for the assignment or exam. Further descriptions of the types of violations against academic integrity are detailed in the Undergraduate Catalog and include additional penalties depending upon the situation.

VII. REQUIRED TEXTBOOK REQUIRED TEXT:

Vacca et al. (2009). *Reading and Learning to Read* (Sixth Edition). Boston, MA: Allyn Bacon/ Pearson Education.

VIII. SPECIAL RESOURSE REQUIREMENTS:

None

IX. BIBLIOGRAPHY:

Academic standards for reading, writing, speaking, and listening. (n.d.). Harrisburg, PA: Pennsylvania Department of Education. Available: http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press.

Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs (*Rev. ed.*).* Washington, DC: National Association for the Education of Young Children.

Block, C. C., & Pressley, M. (Eds.). (2002). *Comprehension instruction: Research-based best practices.* New York: The Guilford Press.

Burns, M. S., Griffin, P., & Snow, C. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academy Press.

Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Calkins, L. M. (2001). *The art of teaching reading.* New York: Longman.

Clay, M. M. (2000). *Running records for classroom teachers.* Portsmouth, NH: Heinemann.

Cunningham, P. (2000). *Phonics they use* (3rd ed.). New York: Longman.

Farstrup, A. E., & Samuels, S. J. (2002). *What research has to say about reading instruction* (3rd Ed.). Newark, DE: International Reading Association.

Feagans-Vernon, L., Hammer, C. S., Miccio, A., & Manlove, E. (2001). Early language and literacy skills in low-income African American and Hispanic children. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp.192-210). New York: Guilford Press.

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children.* Portsmouth, NH: Heinemann.

Goodman, K. (1986). *What's whole in whole language?* Portsmouth, NH: Heinemann.

Harp, B., & Brewer, J. (2005). *The informed reading teacher: Research-based practice.* Upper Saddle River, NJ: Pearson Education.

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding.* Portland, ME: Stenhouse Publishers.

Holdaway, D. (1979). *The foundations of literacy.* New York: Ashton Scholastic.

Jalongo, M. R. (2004). *Young children and picture books* (2nd ed.). Washington, DC: National Association for the Education of Young Children.

McGill-Franzen, A., & Goatley, V. (2001). Title 1 and special education: Support for children who struggle to learn to read. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 471-483). New York: Guilford Press.

Morrow, L. M., Gambrell, L. B., & Pressley, M. (2003). *Best practices in literacy instruction* (2nd ed.). New York: The Guilford Press.

National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington, DC: National Institutes of Health.

Nations, S., & Alonso, M. (2001). *Primary literacy centers: Making reading and writing STICK!* Gainesville, FL: Maupin House.

Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children.* Washington, DC: National Association for the Education of Young Children.

Paquette, K., & Fello, S. (2007) Improving students' writing for the Pennsylvania System of School Assessments (PSSA) by integrating the 6+1 Traits Writing Model. *Pennsylvania READS: The Journal of the Keystone State Reading Association, VIII* (3), 47-56.

Paquette, K., Fello, S., & Jalongo, M. (2007) The talking drawings strategy: Using primary children's illustrations and oral language to improve comprehension of expository text. *Early Childhood Education Journal, 35* (1), 65-73.

Paris, A. H., & Paris S. G. (2003). Assessing narrative comprehension in young children. *Reading Research Quarterly, 38(1),* 36-71.

Pinnell, G. S., & Fountas, I. C. (2003). *Phonics lessons: Lessons, words, and how they work.* Portsmouth, NH: Heinemann.

Pinnell, G. S., & Scharer, P. L. (2001). *Teaching for comprehension in reading, grades K-2.* New York: Scholastic.

Rasinski, T. V., & Hoffman, J. V. (2003). Oral reading in the school literacy curriculum. *Reading Research Quarterly, 38*(4), 510-522.

Rotigel, J., & Fello, S. (2004) Mathematically gifted students: How do we meet their needs? *Gifted Child Today, 27*(4), 46-65.

Routman, R.(2003). *Reading essentials: The specifics you need to teach reading well.* Portsmouth, NH: Heinemann.

Salinger, T. (2001). Assessing the literacy of young children: The case for multiple forms of evidence. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 390-418). New York: Guilford Press.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Strickland, D. S. (2002). The importance of early intervention. In A. E. Farstrup & S. J. Samuels (Eds.). *What research has to say about reading instruction* (3rd ed., pp. 69-86). Newark, DE: International Reading Association.

Strickland, K. (2005). *What's after assessment?* Portsmouth, NH: Heinemann.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development

Tompkins, G. (2004) *Fifty Literacy Strategies* Boston: Merrill/ Pearson Education.

Teale, W. H., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading.* Norwood, NJ: Ablex.

Vacca, R. & Vacca, J. (2005). *Reading in the Content Areas: Literacy and Learning Across the Curriculum.* Boston, MA: Pearson Education

Vacca et al. (2006). *Reading and learning to read* (Sixth Edition). Boston, MA: Allyn Bacon/ Pearson Education.

Internet Resources

International Reading Association:
http://www.reading.org
or call (800) 336-READ

Mid-continent Research for Education and Learning (McREL)
http://www.mcrel.org

Pennsylvania Department of Education:
http://www.pde.state.pa.us/

Read-Write-Think
http://www.readwritethink.org/

Course Analysis Questionnaire
ECED 451

A. Details of the Course

A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

A2. This course is one of several courses being revised within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include

Mansfield University *ELE 4425 Teaching Elementary Reading and Literature II*
Ohio University *EDEC 319 Reading and Literature in the Early Childhood Classroom*
Northern Arizona University *ECI 310: Integrated Literacy II: Reading Theory, Decoding, and Language Arts in the Elementary School*

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately qualified instructors in the PSE department.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant.

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer 4 to 5 sections of this course each year as enrollment data dictate.

C6. Each section of this course will accommodate 20 to 25 students.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required

2. Summary of Changes

ECED 451 Teaching of Primary Reading	ECED 451 Literacy for the Developing Reader – Grade 2- Grade 4 Learners
A methods course to assist in developing the reading abilities of young children. Deals with instructional issues related to teaching reading and introduces students to varying reading and pre-reading processes which are effective with young children. Also emphasizes diagnostic and assessment strategies for teaching reading.	Provides pre-service teachers with theoretical context, as well as various strategies, techniques, and materials related to teaching literacy skills, developing positive dispositions toward literacy, and fostering supportive environments for literacy development. Instructional issues, specifically related to teaching reading to young children, children with disabilities, and English language learners will be investigated. Contemporary research on theoretical perspectives and best practices, as well as practical application, will be interwoven into this course to ensure a balanced approach to the most effective instructional practices.

The course title, catalog description, course outcomes, and attendant instructional activities within the courses have been revised to reflect a greater focus on the developing literacy skills and needs of grade 2- 4 learners.

12

3. Justification/Rationale for Changes

This revision is proposed to comply with the Pennsylvania Department of Education change in certification guidelines. Additionally, this revision has been developed with a focus towards the blended ECED/EDEX program which is proposed.

4. Old Syllabus of Record

<div align="center">

ECED 451 Teaching Primary Reading Sec. 002
Spring Semester 2004
Thursdays 6:00-9:00
Davis 320

</div>

Dr. Susan E. Fello
324 Davis Hall

Office hours as posted or by appointment

email- sfello@iup.edu
email- suefel@hotmail.com (evening)

Office –724- 357-2047
Home- 724- 357-8103*
*(before 9:30 PM, please)

Dept. Office-724-357-2400
(leave a message with the sec.)

Course Description

This methods course is designed to provide pre-service teachers with various strategies, techniques, and materials related to teaching reading and writing in the primary grades. It deals with instructional issues related to teaching reading and introduces students to pre-reading processes that are effective with young children. Current research and practical applications will be interwoven into this course to ensure a systematic coverage of the most recent methods and best practices. The section of this course is an elective class as part of a reading concentration in Elementary Education. The content and objectives of the course address the following: **PDE Standards**- IA, IB, IC, IIA, IIB, IIC, IID, IIE, and IIF, **ACEI Standards**-1, 2a, 2b, 3a, 3b, 3c, 3d, 3e, 4 and **INTASC Standards**- Principles #1 through #10.

Relationship to College Conceptual Framework

The College of Education has adopted a model of Content, Collaboration, Commitment, Competence, and the Learner as a conceptual framework for its educational program. This course is designed to introduce undergraduates to the essential **content** knowledge needed for teaching reading to primary-aged students and to broaden the pre-service teacher's perspective on literacy. Various small-group discussions, strategies, and materials will be incorporated into this class to ensure **collaboration** among classmates in preparation for the collaborative climate of an entry-level position with a school district. Students will develop their knowledge of reading as a process and techniques for the development of phonemic awareness, phonics, and emergent reading skills, thus improving their students' learning and **competency** in all aspects of the early childhood curriculum. Various opportunities for peer interaction and formal presentation will exhibit a **commitment** to the value of reading as the foundation for life-long learning. Since this course is the most vital component of preparation for teaching in the early childhood classroom, various educational experiences will be provided for the undergraduate as the **learner**.

Course Content and Strategies

This course is designed to assist future teachers in designing, implementing, and utilizing various strategies and techniques necessary to assure young students' abilities to learn to read. A focus on literacy development, reading readiness activities, skills with letter-sound correspondence, word recognition strategies, and beginning comprehension skills for primary-aged students will comprise the basis of this course. Addressing current theories, best practices, strategies, and assessment, this course will incorporate lecture, discussion, simulation, role-playing, modeling, cooperative learning, and peer presentations. Videotapes, audiotapes, overhead transparencies, Internet websites, puppets, and student-produced visual aids will be the media employed in this course.

Objectives

Upon successful completion of this course, the student will:
a. define the reading process as it applies to emergent readers. (PDE-I.A, I.B, I.C, ACEI-1, INTASC-Principles #2 and #7)

b. describe decoding processes used to interpret text. (PDE-I.B, II.A, II.E, ACEI- 4, INTASC-Principle #8)

c. compare and contrast various principles, theories, and approaches to reading and writing instruction in the primary grades. (PDE-I.A, I.C, II.D, ACEI-2a, 3d, 3e, INTASC-Principle #1,#2 and #5)

d. identify the elements of phonemic awareness, phonics, and word recognition. (PDE-I.C, ACEI-1, 2a, INTASC-Principle #1)

e. design various strategies for teaching letter-sound correspondence. (PDE-I.C, II.B, II.D, II.F, ACEI- 1, 2a, 3a, 3d, INTASC-Principles #1, #2, #4, and #7)

f. identify the connection between language development, literacy skills, and reading. (PDE-I.A,I.C,II.B, ACEI-1, 2a, INTASC-Principles#1, #2, #3)

g. develop an understanding of the influence of home and family on the early literacy development of children and ways to implement programs that build upon the strengths of the families being served. (PDE-II.A. II.B, III.C. III.D, ACEI- 2b, 3b, 5b, 5c, INTASC-Principles # 2, #3, #5, #7, #10)

h. develop writing strategies to enhance early reading skills. (PDE-I.C, II.F, ACEI-2b, 3e, INTASC-Principles #1, #2, #3, #4, and #7)

i. build background knowledge for young children's written stories and texts. (PDE-I.A, I.C, II.B, II.D, ACEI-1, 2a, 2b, 2i, 3e, INTASC-Principles #1, #2, #6, and #7)

j. adapt reading readiness materials for diverse learners. (PDE-I.A, II.A, II.D, ACEI- 3a, 3b, 3c, 4b, INTASC--Principles #1, #2, #3, and #7)

k. identify ways to foster emergent literacy and phonemic awareness. (PDE-I.B, 3b, 3c, INTASC-Principles # 1, #2, and #9)

l. utilize computer technology for reading theory, instruction, and the development of teaching materials. (PDE-II.C, II.D, ACEI-3c, 3e, INTASC-Principles #4 and #6)

Required Textbook

McGee, L. M. and Richels, D. J. (2004). <u>Literacy's Beginnings:</u>
<u>Supporting Young Readers and Writers</u> (fourth ed.) Boston: Allyn, Bacon,
Pearson.

Course Requirements

Attendance will be taken in every class. Your participation,
discussion, professional conduct, timeliness, and effort are all important
aspects of your success in this class. At this moment, each student has
twenty-five participation points. For each class a student misses, five points
will be deducted from this total. After all, it is impossible to be successful if
you are absent! (However, when a medical excuse is provided, no five-point
deduction will be taken). **This excuse must be presented the first day of
returning to class.** Since this class meets **once** per week, missing one class
is equal to missing **one full week of classes.** School districts hire teachers
who are punctual and faithful with attendance. As future teachers, you
should plan to practice these behaviors now!

Regular attendance, completion of assignments and tests, and
participation during class sessions are required for course content, skill
acquisition, and competency in teaching young children to read and to write.
All assignments, projects, tests, and presentations must be completed by the
due date. A maximum of five points (5) will be deducted from each
assignment submitted after the due date. (Late assignments will not be
accepted without a medical excuse). Many in-class activities will be graded;
attendance will assure your progress!

All assignments carry specific point values. Final grades will be
determined by the percentage of cumulative points earned. Points will be
converted to a letter grade using the following scale:

A= 93-100%   B= 85-92%   C= 77-84%   D= 69-76%   F= 68% or below

Each student is expected to read all of the chapters in the textbook and
complete all of the **six** assignments listed below. Also, each student will be
utilizing a variety of educational websites that will build a knowledge base
about the literacy development of young children and reading instruction.
Two quizzes, one midterm, and one final test will be administered during the
course of this semester.

Assignments

#1 Picture File-Create a picture file for all initial consonant and vowel sounds of the alphabet. (/a/ for apple, /b/for ball, etc.) These pictures can be hand-drawn or computer-generated and must be on 8 ½ x 11 paper, one half of the paper is for the letter/sound and the other half is for the illustration. Use bright, eye-catching colors in your illustrations and match each with the lower-case letters of the alphabet. Examples will be given in class. A rubric will be used to evaluate your final projects. **Fifteen points-Due February 12, 2004**

#2 Lesson- Develop a phonics lesson plan for use in a primary reading class. Using a children's picture book, develop a lesson that builds background knowledge, includes a read-aloud of the book, and teaches a phonics skills from the text. Create a visual aid of the setting or a character, letter/word cards that accompany those found in the text, and a follow-up art activity based on the story. Plan to teach your lesson to a small group of classmates. (several lessons will occur simultaneously) After teaching your lesson, submit a typed copy of your lesson plan for evaluation purposes. The finished plan with materials and visual aid is worth **thirty points**. As a future teacher, neatness, perfect grammar, correct spelling, creativity, and colorfulness are all a must!! ☺ **Due- March 4 or 18, 2004**

#3 Reading Lesson Observation- Between Jan. 12 and March 24, each student enrolled in ECED 451 is expected to observe a primary reading lesson. This formal, written observation can be from your placement this semester or from another classroom. This observation must be scheduled in advance and approved by the teacher and this instructor. As an invited guest, your role is to merely observe the lesson and to record your observations on the appropriate observation form. This form is merely a template for taking notes while observing. Your **final** observation report should be typed and turned in with your notes. Completed forms must have: the grade level, name of the school and district, and the classroom teacher's signature in the space provided, as well as the narrative about the lesson. **Twenty points-Due- March 25, 2004**

#4 Alphabet Book- Create and assemble an alphabet book for use in second or third grade. The top half of each 8 ½ x 11 paper should be for the illustration and the bottom portion for writing about the illustration. The book should focus on a content area, such as science, social studies, or

17

health. An alphabet book on deserts for example, might include the climate, animals, plants, facts, etc. Plan to choose your topic and research various facts for inclusion in your book. Once you have researched your topic, develop one fact for each letter of the alphabet. Bind the booklet, including a title page and bibliographic information. This alphabet book will make a nice addition to your classroom and serve as a read-aloud text or a model for your students' own book. **Thirty points- Due April 1, 2004**

#5 File Folder Activity- Create three file folders of activities that can be used in primary grades. Designed for individual use by children in grades K-2, each folder should be a practice activity on basic concepts of early rreading development. One folder should be created for each different concept. Choose ideas like these (or choose some of your own ideas): reading readiness (left to right sequencing, identification of "matching" pictures, etc.), letter identification (matching upper and lower-case letters, initial consonant sounds, etc.), and word identification (words to pictures, short vowel sound discrimination, etc.) Examples will be given in class. It is suggested that the folders be **three** different learning activities for **three** different grade levels. Each folder should be laminated and contain all necessary materials (use Ziploc bags, if needed). These will be shared in class and rated by your peers. **Thirty points—Due April 15, 2004**

#6 Puppet Play- From an animal fable or tale, create a script of the storyline. There should be a narrator and at least two other characters in your script. From our puppet selection, choose puppets to portray these animals and to retell the story. Opportunities for practice and perfection will be offered in class. These puppet plays will be videotaped and presented to primary-grade children in the local schools. Voice, intonation, and projection will be important aspects of your presentation. You may choose to work independently or with a group of two other students. A rubric will be used to evaluate your presentation. **Twenty points- Due- April 22, 2004**

COURSE OUTLINE

January 15   Welcome
Introduction to Course
Review of the syllabus and course requirements
The relationship between language and learning

How song and art contribute to literacy
Read chapter One

January 22

Written and spoken language connections
The beginnings of literacy
Implications of home and environment on language development
Using language to develop an awareness of words
Read chapter Two

January 29

Novice readers and writers
Constructing meaning from stories and read-alouds
Phonological and phonemic awareness
Using dramatic play
Animal fables and stories
Read chapter three

February 5

Using sound-letter relationships
Initial consonants/ onset and rimes
Concepts of word and word boundaries
Use of children's literature with ages five and six
Read chapter four
Quiz- chapters 1, 2, and 3

February 12

Three phases of literacy development
Using graphic organizers and strategies
Making meaning with writing
Examples of early readers and writers
Read chapter five
Picture File Due

February 19	Literacy-rich classrooms Materials, physical lay-out, routines Integrated curriculum Assessment, instruction, and grouping in the primary grades **Read chapter six and seven**
February 26	Supporting literacy in kindergarten Helping children attend to sounds Reading and writing together Importance of play Visit to Eisenhower Elem. School **Read chapter eight** **Study for Mid-term Test**
March 4	Supporting literacy in first grade First grade literacy instruction Phonics instruction and its successful delivery Balanced instruction Informational writing **Read chapter nine** **Midterm Test- 50 points** **Presentations of phonics lessons**
March 11	**SPRING BREAK** ☺
March 18	Components of a balanced reading program Shared reading and read aloud Guided reading Four Blocks Approach and others **Presentations of phonics lessons** **Read chapter ten**
March 25	At-risk learners Children with special needs Learners from diverse cultural backgrounds Guest speaker on students with special needs **Lesson Observation Due** **Quiz- chapters 8, 9, 10** **Read chapter eleven**

April 1   Role of assessment
               Assessing alphabet recognition, phonemic awareness,
               comprehension, and vocabulary
               Running records
               Leveled books
               Alphabet Book Due
               Sharing and evaluations of booklets
               Read chapter twelve

April 8   Development of puppet play scripts
               Rehearsals in small groups in various locations

April 15   File folder displays for evaluation
               Evaluation of same using class-designed rubric
               Puppet play rehearsals
               File Folder Activities Due

April 22   Presentations of puppet plays on animal fables and
               stories
               Rubric for presentations will be used
               Study for Final

April 29   **Final Exam – Time to be announced**
               All-semester Wrap-up!